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Jan 51-		USS and LSS Transportation and Communication Exhibition

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U.S.S. & L.S.S. Transportation

and

Communication Exhibition

January 11 - January 31 at Hirakata Park

Sponsored by: Osaka Pref. U.S.S. Social Studies Association

Supported by: Mombusho, Osaka Prefecture, Osaka City, Hirakata City, Osaka Pref. and Municipal School Boards, Kyoto City School Board, Hyogo Pref. School Board, Shiga School Board, Osaka Broadcasting Station, National Railway Osaka Branch, Mainichi Student Paper, Osaka, Kyoto, Hyogo Teachers Unions

Chief Works Exhibited:

U.S.S. Section:

1. Rivers and transportation and communication in Osaka --- Ikuno U.S.S.
2. Transportation and communication and tourist trade in Japan --- Ikeda U.S.S.
3. Railways in Kinki --- Ichioka U.S.S.
4. Bird-eye View of transportation and communication in Japan --- Imamiya U.S.S.
5. Present situation of Osaka Harbor --- Imamiya Tech. High School
6. Transportation and communication situation of Southern Osaka --- Otani
7. Bridges in Osaka --- Katsuyama U.S.S.
8. Changes of transportations and communication of Northern Part of Osaka Prefecture --- Kasugaoka U.S.S.
9. Glimpse of transportation and communication in Kanan --- Kanan U.S.S.
10. Economics and transportation and communication in Osaka --- Kitano U.S.S.
11. Electric Transportation and communication of Hannan district --- Kishiwada U.S.S.
12. Changes of Koya Highway --- Kuroyama U.S.S.
13. Transportation and communication of Osaka City --- Kogei U.S.S.

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14. Traveling in olden times --- Takatsu U.S.S.

15. Transportation and communication judged from the distribution of stone coffins --- Sakuratsuka U.S.S.

16. Development of street-car, subway and bus services in Osaka City --- Shimizudani U.S.S.

17. Study on the area along Hankyu Electric Railway line --- Toyonaka U.S.S.

18. Yakatabune (Roofed Boat), Electric engine and motor-car (model) --- Neyagawa U.S.S.

19. Transportation and communication around Osaka Station --- Ama Comm. High School

20. Transportation and communication panorama --- Fuse Tech. High School

21. Development of radio in Japan - Nogei U.S.S.

22. Past and Present of transportation and communication of Hokusetsu --- Mishimano U.S.S.

23. Changes of transportation and communication in Kawachi Valley

24. Traffics at the terminus

L.S.S. Section:

Models, charts and other works of transportation and communication.

Elementary School Section:

Drawings of transportation and communication.

Exhibition in support of Students' Works

Broadcasting Station:

1. "This is the way your radio programs are made".
2. "Until they are transformed into electric waves".
3. "Magic of sound".
4. "A certain Sunday - Movie"

Keihan Electric Railway Co.:

1. The first Japanese airplane model.

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2. Tickets from various foreign countries.

Kansai Steamship Co.:

1. Transportation and communication on the sea.

National Railway, Osaka Branch:

1. Development of National Railroads.

Kinki Telegraph Bureau:

1. Various types of telegraph machines.

Osaka Communication Administration Bureau:

1. History of postal service.

And Others:

Three movies every day.

Lectures: (Not definite)

Prof. Kaigo - Tokyo University

Mr. Watanabe - Monbusho

Mr. Hamada - Osaka Pref. Superintendent

Mr. Bando - Osaka City Superintendent

Mr. Kojima - Osaka Pref. Education Research Institute

Mr. Hara - Osaka Pref. Secretariat

Vocal Contest

Plays

Sketch Contest

Baseball

Kite Flying Contest

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Hirakata Communication and Traffic

Exhibition Sponsored by Osaka Pref.

U.S.S. Social Studies Association

Open to the Public Jan. 11 - Jan. 31

Inauguration Meeting - January 11:

1. Opening greeting:

For the promotion of Social Studies this exhibition is being held with the kind cooperation and assistance of various agencies. We are very grateful to those who are concerned. We sponsor did our best, but because of the rainy weather we were unable to complete our preparation one hundred percent, but in a few days it will be all in good shope we hope that many people will visit this exhibition in which they can see the works done by the students.

2. Mr. Nishi:

We are highly pleased and grateful that Mr. Austin of Kinki Civil Affairs Region, Mr. Watanabe, Monbusho, Mr. Hamada, Osaka Prefectural Superintendent and other representatives and the principals and teachers of many schools have kindly attended the inauguration meeting to-day. We feel it a great honor to have them all.

Since 1948 we Social Studies teachers have been making a study and have organized ourselves into the Social Studies Association. On this occasion I should like to express my gratitude to Mr. Mizukawa, the former chairman of the school board for his kind

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assistance for the materialization of our enterprise. The Keihan Electric Railway is so generous to let us use the building for the exhibition. Besides them, Osaka, Kyoto, Hyogo School Boards were very cooperative. Osaka Broadcasting Station, Kinki Telegraph Bureau and others related to communication and traffics were also so kind as to exhibit interesting materials for us.

So far we had two study conferences and this exhibition is the second one, the first one being held at Daimaru last year. This time we centered our study around the two specific topics with the full cooperation of the three school levels, U.S.S., L.S.S. and elementary schools. This exhibition is the fruit of the work.

3. Mr. Mizukawa, Osaka School Board:

To plan anything is difficult, but still more difficult is to carry it out. A month ago when Mr. Nishi and others showed me the plan for this exhibition, I was afraid, to be frank, that it will be very difficult to materialize. To fully utilize the space of 700 tsubo for the exhibition is really a hard task, but they carried it out with a great success with the cooperation of the students. It is really a surprise to me. I think that the teachers and students must have sacrificed their winter vacation for this enterprise.

While I was taking a walk, I overheard some students whispering that it is very good to have this kind of exhibition because we can compare our work with others. I heartily agree with them. Mr. Nishi and myself once visited newspapers and other agencies which helped to carry out this undertaking and we found them to be very cooperative and they have understanding and enthusiasm toward new education. I want to thank them all on behalf of

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Osaka Prefectural School Board. As Mr. Austin said, I hope that the good work of the students displayed here will be preserved at school for stimulation.

4. Mr. Hamada:

Many people have already said many things about this exhibition, but I should like to say that it is a memorable milestone in our new education.

Social Studies is the central subject in our new curriculum. Since 1948 the study has been made by the teachers, and at the same time the students have done very well with the guidance of their teachers.

The old system of instruction has been replaced by a new one, and at present the students are studying on their own initiative. It is a great progress. I am quite sure that the parents will find out the significance of new education when they see this exhibition, the out-come of the education.

Education cannot be done in school only. I am very happy to know that society at large is now taking a great interest in education and helping it grow and develope.

5. Mr. Bando, the city superintendent, is unable to be present to his great regret, because he is busy preparing himself for his trip to the States. (Proxy)

Moral education is often a matter of discussion in New Education, but Shushin formerly given at school is not satisfactory. In every subject moral education must be interwoven. Social Studies is a very suitable subject in which moral education could be done.

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There are two objects for having this kind of exhibition: (1) Study and endeavor and (2) how to utilize the work. I hope that every one of you will carefully observe the work. The attitude of observation is very important and discussion based upon the observation must not be forgotten on the part of the Students.

6. Miss Kato, Shimizudani U.S.S.

7. Congratulatory telegram from the Minister of Education.

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Kyojitsu B.227 27 November 1950

SUBJECT: Re Improvement of Salaries of Educational Personnel (Letter)

FROM : Chief of Secretariat, Personnel Commission

TO : Vice-Minister of Education

With reference to your inquiry on the above-mentioned subject, you may enforce it according to the attached "Educational Personnel Classification Standards" so far as it is conducted within the limit~~ation~~ of appropriations for personnel expenses and of the present fixed number for each class.

As to the date of endorcement, it is requested that you discuss with us after your proposed decision has been made.

"Educational Personnel Classification Standards."

1. Scope of application:

Those persons who are directly engaged, as their main duty, in education of national schools prescribed by the National School Establishment Law (Law 150, 1950), and those persons who are directly engaged, as their main duty, in research work of the various institutions prescribed by Article 13 of the Ministry of Education Establishment Law (Law 146, 1949).

2. Classification Standards.

See Annex - 1.

3. Classification Scale:

See Annex - 2 and 3.

However, the scale for old system Koto-Gakko and Semmon-Gakko shall be decided by reducing one year respectively from the number of years of service in the former Scale.

However, in case of professors, assistant-professors and lecturers, they shall not be placed lower than the USS teacher, and in case of the educational personnel, not lower than the lecturer and assistant teacher of USS.

4. Initial Salary:

As heretofore.

ANNEX - 1. Classification Standard

Class	LSS PS Kinder-garten	USS	Schools for the Blind, Deaf, Handicapped	University
4	Assist. Teacher Lecturer Teacher (Nurse Assist). Teacher Nurse Teacher Dormitory Superviser	Assist. Teacher Assist. Nurse Teacher Nurse Teacher Dormitory Superviser	Assist. Teacher Lecturer Assist. Nurse Teacher Nurse Teacher Dormitory Superviser	Administration Staff
5	"	"	"	Administration Staff Assistant
6	"	"	"	"
7	" (+ Principals)	Assist. Teacher Lecturer Teacher Assist Nurse Teacher Nurse Teacher Dormitory Superviser	"	Administration Staff Assistant Lecturer Assistant Professor
8	"	Assistant Teacher Lecturer Teacher Assist Nurse Teacher Nurse Teacher Principal	"	"
9	Lecturer, Teacher Nurse Teacher (Principals)	Assist. Teacher Lecturer Teacher Nurse Teacher Principal	"	(Administration Staff) Assistant Lecturer Assistant Professor ~~(Assistant)~~ ~~Lecturer~~ ~~Assist. Professor~~ ~~Professor~~

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Class	LSS PS Kindergarten	USS	Schools for the Blind, Deaf, Handicapped	University
10	Teacher Nurse Teacher (Principal)	Lecturer Teacher Nurse Teacher Principal	Assistant Teacher Lecturer Assist. Nurse Teacher Nurse Teacher Dormitory Superviser	(Assistant) Lecturer Assist. Professor Professor
11	Teacher Nurse Teacher (Principal)	Teacher Nurse Teacher Principal	"	Lecturer Assistant Professor Professor
12	Teacher (Principal)	Teacher Principal	"	"
13	(Principal)	Principal	"	(Assist Professor) Professor
14				Professor President
15				President

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ANNEX - 2 Classification Scale for USS to Kindergarten

Kind Schools	Position	Schooling	Class 4	5	6	7	8	9	10	11	12	13	14
(A) LSS, PS, Kindergarten	Assist Teacher	USS	0-2	2-6	6-10	10-15	15-						
	Lecturer	USS	0-3	3-7	7-12	12							
	"	1st Year of New System University	0-1	1-5	5-8	8-13	13-						
	"	Junior College		0-3	3-6	6-11	11-15	15-					
	"	New System Univ.			0-3	3-7	7-12	12-					
	"	Old System Univ.			0-2	2-6	6-10	10-					
	Teacher	1st Year of New System Univ.	0-1	1-4	4-7	7-11	11-15	15-20	20-26	26-			
	"	J.C.		0-2	2-5	5-9	9-13	13-18	18-24	24-30	30-		
	"	NSU			0-2	2-6	6-10	10-15	15-20	20-26	26-		
	"	OSU			0-1	1-5	5-8	8-13	13-18	18-24	24-		
(B) USS	Assist Teacher	USS	0-2	2-6	6-10	10-15	15-20	20					
	Lecturer	T.C.		0-3	3-6	6-10	10-14	14-20	20-				
	"	NSU			0-3	3-7	7-11	11-17	17-				
	"	OSU			0-2	2-6	6-9	9-15	15-				
	Teacher	J.C.		0-2	2-5	5-9	9-13	13-18	18-24	24-30	30-		
	"	NSU			0-2	2-6	6-10	10-15	15-20	20-26	26		
	"	OSU			0-1	1-5	5-8	8-13	13-18	18-24	24-		

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Kind Schools	Position	Schooling	Class										
			4	5	6	7	8	9	10	11	12	13	14
(C) Schools for the Blind, Deaf and Handicapped	Assist Teacher	USS	0-2	2-5	5-9	9-14	14-19	19-					
	Lecturer	USS	0-3	3-6	6-10	10-15	15-						
	"	JC		0-3	3-5	5-9	9-13	13-19	19-				
	"	NSU			0-3	3-6	6-10	10-16	16-				
	"	OSU			0-2	2-5	5-9	9-14	14-				
	Teacher	JC		0-2	2-4	4-8	8-12	12-17	17-23	23-29	29-		
	"	NSU			0-2	2-5	5-9	9-14	14-19	19-25	25-		
	"	OSU			0-1	1-4	4-8	8-12	12-17	17-23	23-		
(D) All Schools	Principal	JC				0-7	7-11	11-16	16-22	22-28	28-		
	"	NSU					0-8	8-13	13-18	18-24	24-		
	"	OSU					0-6	6-11	11-16	16-22	22-		
(E) All Schools	Assistant Nurse Teacher	USS	0-2	2-6	6-10	10-15	15-						
	Nurse Teacher	1st Year of New System University	0-1	1-4	4-7	7-11	11-15	15-20	20-				
	"	JC		0-2	2-5	5-9	9-13	13-18	18-25	25-			
	"	NSU			0-2	2-6	6-10	10-15	15-21	21-			

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Kind School	Position	Schooling	Class										
			4	5	6	7	8	9	10	11	12	13	14
(F) All Schools	Assist. Teacher in Practical Training	USS	0-2	2-6	6-11	11-16	16-						
	Teacher in Practical Training	JC		0-2	2-5	5-9	9-13	13-18	18-24	24-30	30-		
	"	NSU			0-3	3-6	6-10	10-15	15-20	20-26	26-		
(G) All Schools	Dormitory Superviser	USS	0-2	2-6	6-10	10-15	15-						

Note: Figures represent length of service in years.

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1. Method of applying "Classification Scale":

The Classification Scale shall be applied according to the following standards: However, in case inadequacy is recognized in its application, contact with the Personnel Commission shall be made thereupon.

(1) The Scale shall be applied according to the kind of schooling to those personnel who are in service in the kindergarten, primary school, lower secondary school, upper secondary school, the school for the blind, the school for the deaf, and the school for the handicapped (hereafter, to be referred to as "school") as principal, teacher, assistant teacher, lecturer, nurse teacher, assistant nurse teacher or dormitory supervisor.

(2) The standards for classification by schooling shall be as mentioned in the attached table 1.

(3) The estimation of length of service shall be made by subtracting the number of years required for schooling as prescribed in the attached tables 3 and 4 from the number of years required for the standard schooling as prescribed in the attached table 2, and by making up the deficit with so many years transferred from the length of service, or vice versa in case of surplus.

(4) In case the sum of the number of years of schooling prescribed in the tables 3 and 4, and the number of years of service does not reach the number of years required for the standard schooling, it shall be degraded by one step, but not lower than 4th class in any case.

(5) With regards the nurse teacher and assistant nurse teacher, the number of years of schooling shall be estimated according to the requirement prescribed in the Nurse Law and other laws and regulations concerned.

Years of experience as nurses are convertable to schooling years.

(6) Principals of USS, and the school for the blind, deaf and handicapped shall be graded as 13th class if they have 6 years of experience including 2 years as principals in addition to the years required for the 12th class.

(7) Classification of lecturers shall be applied to assistant teachers in case it is the more advantageous.

2. Method of changing the Salary:

The treatment in case of promotion accruing from the application of this Scale, shall be handled according to the standards of promotion prescribed by the Cabinet Order 401, 1948. This Scale shall not be retroactive.

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Care must be taken to prevent the discrepancy in interpretation of this notification.

2 step promotion shall be contradictory with the spirit of the Cabinet Order.

3. Method of computing years of experience:

Number of years of experience shall, in principle, be computed in terms of month according to the following standards as to the number of years elapsed after graduation of LSS excluding the period of years spent for schooling.

(1) Rate Method of conversion:

a. Period of time for service as educational personnel - 100%.

b. Period of time for regular matriculation or for service as a staff member in research institute - 100%.

c. Period of time for engaging the work which is evidently contributory to teaching profession - 100-80%.

d. Period of time for engaging the work which is not so evidently as in preceding provision but still somewhat contributory to teaching profession - 80-50%.

e. In other cases, not more than 50%.

(2) Period of time for "leave".

Leave from justifiable causes: To be treated on equal terms ~~as preceding or preceding~~ with the experience just preceding and/or following the leave.

(3) Period of time for service to foreign government: To be counted in according to the kind of jobs engaged.

(4) Period of time for military service: To be treated, in principle, according to (1) e. However, it shall not be applied in case too much inequality is brought about.

(5) Years of service before the final graduation can be counted as years of experience.

(6) Period of time for non-regular matriculation shall not be counted in.

(7) Period of time for matriculation in school of different kind but of the same status can be counted as years of experience.

(8) In cases not mentioned here, the past examples and the spirit of this standards shall be applied accordingly.

DECLASSIFIED E.O. 12065 Section 3 (b)(1) and (b)(3)

Attached Table - 1:

Classification by Schooling:

1. L.L.S., P.S, Kindergarten:

(1) Graduation of Old System University:

a. Those who have completed the full course of Old System University.

b. Those who have certificate for teachers of the Higher Courses of Higher Schools.

c. Those who have certificate for teachers of the Higher Course and the advanced course of girls' high schools.

(2) Graduation of New System University:

a. Those who have completed the full course of New System Universities.

b. Those who have certificate for teachers of middle schools and girls' high schools (only for L.S.S.).

c. Those who have certificate for teachers of girls' high schools. (only for L.S.S.).

d. Those who have certificate for teachers of vacational schools.

(3) Graduation of Junior College:

a. Those who have completed the full course of Junior Colleges or the 2nd year of New System Universities.

b. Those who have graduated from old system "Semmongakko".

c. Those who have graduated from the senior course of old system Kotogakko or the preparatory courses of universities.

d. Those who have graduated from the 4 year course old system "Semmongakko".

e. Those who have graduated from normal schools.

f. Those who have graduated from teacher training institutions other than mentioned above. (Requiring middle school graduation for entrance).

g. Those who have certificate for teachers of the regular course of national elementary schools.

h. Those who have certificate for teachers of middle schools and girls high schools (excluding L.S.S.).

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i. Those who have certificate for teachers of girls' high schools (excluding L.S.S.).

j. Those who have certificate for teachers of vocational schools (excluding L.S.S.).

k. Those who have certificate for teachers of kindergartens.

l. Those who have graduated from the kindergarten teachers training institutes.

(4) Graduation of the 1st year of New System University.

a. Those who have completed only the first year of New System University.

b. Those who have certificate for teachers who take care of special subjects at national elementary schools.

c. Those who have certificate for teachers of the primary course of national elementary schools.

d. Those who are presently teachers but don't come under any of the preceding items.

(5) Graduation of USS.

a. Those who have graduated from USS.

b. Those who have graduated from old system secondary schools.

c. Those who have certificate for assistant teachers of national elementary schools.

d. Those who have certificate for assistant teachers of the primary course of national elementary schools.

e. Those who are presently assistant teachers.

2. USS:

(1) Graduation of Old System University.

a. Those who have graduated from Old System University.

b. Those who have certificate for teachers of the higher courses of higher schools.

c. Those who have certificate for teachers of the higher course and the advanced course of girls' high schools.

(2) Graduation of New System University.

a. Those who have graduated from New System University.

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b. Those who have certificate for teachers of middle schools and girls' high schools.

c. Those who have certificate for teachers of girls' high schools.

d. Those who have certificate for teachers of vocational schools.

(3) Graduation of Junior College:

a. Those who have completed the full course of Junior Colleges or the second year of New System University.

b. Those who have graduated from old system "Semmongakko" (including 4-year courses).

c. Those who have graduated from the higher courses of old system higher schools or the preparatory courses of universities.

d. Those who have graduated from teacher training institutions. (Requiring middle school graduation for entrance).

e. Those who are presently teachers but don't come under any of the preceding items.

(4) Graduation of USS.

a. Graduates of USS.

b. Graduates of Old System Secondary Schools.

c. Those who are presently assistant teachers.

3. Schools for the Blind, Deaf and Handicapped:

(1) Graduation of Old System University.

a. Those who have graduated from old system universities (including those who have certificate for teachers of higher schools).

(2) Graduation of New System University.

a. Graduates of New System University.

b. Those who have certificate for teachers of middle schools and girls' high schools.

c. Those who have certificate for teachers of girls' high schools.

d. Those who have certificate for teachers of vocational schools.

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e. Those who come under the left column of 22 of paragraph 1 of Article 2 of the Enforcement Law for the Educational Personnel Certificate Law.

(3) Graduation of Junior College.

a. Thosw who correspond to the persons who come under (3) or (4) of the Primary School, Lower Secondary School and Kindergarten. However, those who have certificate prescribed in (2) of this paragraph shall be excluded.

b. Those who come under the upper column of 23 of paragraph 1 of Article 2 of the Enforcement Law for the Educational Personnel Certificate Law.

(4) Graduation of USS.

Those who correspond to the persons who come under (5) of the Lower Secondary School, Primary School and Kindergarten.

4. Those Relating to School Nursing:

(1) Graduation of New System University.

a. Graduates of New System University & Old System University.

b. Those who have been certificated as A-Class nurses in accordance with the Law concerning Public Health Nurses, Midwives, and Nurses (hereinafter referred to as Law) and enrolled one year or more in a school-nurse training institutes.

c. Those who have been certificated as Public health nurses in accordance with the Law.

(2) Graduation of Junior College.

a. Those who have graduated from Junior College or Old System "Semmongakko".

b. Those who have certificate for nurse-teachers of national elementary schools.

c. Those who have graduated from an USS and who have been certificated as B-Class nurses in accordance with the Law and enrolled half a year or more in a school-nurse training institute.

d. Those who have been certificated as public health nurses in accordance with the provisions of par. 1 of Article 51 of the Law.

e. Those who come under the left column of 21 of par. 1 of Article 2 of the Enforcement Law of the Educational Personnel Certificate Law.

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(3) Completion of the first year of New System University.

a. Those who have been certificated as A-Class nurses in accordance with the Law.

b. Those who have graduated from a girls' high school and have been certificated as B-Class nurses.

c. Those who have graduated from a girls' high school and come under Article 51 or 53 of the Law.

d. Those who have been certificated as assistant school nurses having been certificated as B-Class nurses or coming under Article 53 of the Law.

e. Those who are presently school nurses.

(4) Graduation of USS.

a. Those who don't come under any of the preceding items.

b. Those who are presently assistant-school nurses.

5. Those who take care of Practice Training:

(1) Graduation of New System University.

a. Those who have graduated from Old System Universities (including those who have certificate for teachers of higher schools).

b. Those who have graduated from New System University (including those who have certificate for teachers of middle schools and those with certificate for vocational teachers).

(2) Graduation of Junior College.

Those who correspond to the persons who come under (3) of USS.

(3) Graduation of USS.

a. Graduates of USS.

b. Graduates of Old System secondary schools.

c. Assistants in experiment or practice training (laboratory work).

6. Dormitory Superviser:

Those who are presently dormitory supervisers.

7. Principals:

Those who are presently in service as principals.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

(1) Graduation of Old System University.

Those who come under (1) of respective schools.

(2) Graduation of New System University.

Those who come under (2) of respective schools.

(3) Graduation of Junior College.

Those who come under (3) or (4) of respective schools.

Attached Table - 2:

Standards for Number of Years of Schooling by Qualifications:

The classification scale shall be applied by computing length of service after completion of number of schooling years mentioned below respectively:

Kind of School	Position	Qualification	Required No. Years
PS LSS Kindgtn.	Assist-Teacher Teacher & Lecturer " " "	USS 1st year of NSU Junior College New System University Old " "	12 13 14 16 17
USS	Assist-Teacher Lecturer Teacher & Lecturer " "	USS Junior College New System University Old " "	12 14 16 17
Schools for the Blind, Deaf & Handicapped	Assist-Teacher lecturer Teacher & Lecturer " "	USS Junior College New System University Old System University	12 14 16 17
All Schools	Principal " "	Junior College New System University Old System "	14 16 17
All Schools	Assist-Nurse Tch. Nurse Teacher " " " "	USS 1st year of NSU Junior College New System University	12 13 14 16

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Kind of School	Position	Qualification	Required No. Years
All Schools	Assist-Practice Trainer	USS	12
	Practice-Trainer	Junior College	14
	"	New System University	16
All Schools	Dormitory Supervisor	USS	12

Attached Table - 3:

1. Number of years of Schooling by school.

Number of years of schooling for respective graduation shall be as follows:

No.	Graduation from	No. Years
1	Old System A-Class Secondary School (4 year course)	10
2	" (5 " ")	11
3	Second Dept. of Normal Schools Prior to 1931	12
4	Normal Schools Prior to 1943	13
5	Normal Schools or other Teacher Training Institute (3 year course) not prior to 1943	14
6	Old System Semmongakko	14
7	Old System Higher School or Preparatory Course of University	14
8	Ditto (2 year course)	13
9	Old System Semmongakko (4 year course)	15
10	Special or Advanced Course of Old System A-Class Secondary School	11-14
11	Old System University (3 year course)	17
12	" (4 year course)	18
13	School Nurse Training Institute	11-13
14	USS	12
15	1st year of New System University	13

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No.	Graduation from	No. Years
16	2nd year of New System University, Junior College	14
17	New System University	16
18	Fine Art & Music Academy, Higher Navigation Institute, Fisheries Training Institute	14-17
19	Miscellaneous School of 3 year Course Requiring Graduation of Secondary Schools for Entrance	14
20	Certificate for Completion of Schools	Depend upon length of course of school for which the certificate stands.

2. The schooling in the above table shall be in accordance with that provided for by the School Education Law, the Imperial Ordinance and the Ministry of Education order or recognized as squivalent by Education Minister.

3. Numbers of years of Schooling in the Table are those which are standardized according to number of years required to complete or graduate from the respective schools, and these figures shall apply respectively even to those who have taken longer or shorter length of time to graduate their schools due to personal or social conditions.

4. In case when the graduation or completion of old system schools are recognized as graduation or completion of certain grades of new system according to the School Education Law, and the related ordinances and regulations, the figures in the table can be applied accordingly.

5. Number of years of schooling for graduation or completion of the advanced course or the higher course of old system A-Class Secondary schools shall be the sum of number of years for old system A-Class secondary schools and number of years designated for completion of the advanced course or the higher course respectively.

6. Number of years of schooling for completion of kindergarten teachers training institutes shall be the aggregation of the number of years for old system A-Class secondary schools and the number of years required by regulation for completion of the said institutes.

7. As to the cases not mentioned in the Table, the number of years of schooling shall be decided by taking into consideration the number of years required for the completion and the qualification obtained.

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Attached Table 4:

1. Number of years for schooling converted from old certificate of teachers obtained through examination.

No.	Kinds of Old Examination Certificate	No. Years Accredited
1	Certificate for teachers of the regular course of national elementary schools	No. years required for graduation of normal schools at the time certificate obtained
2	Certificate for teachers who take charge of special subjects at national elementary schools	12
3	Certificate for teachers of the primary course of national elementary schools	12
4	Certificate for assistant teachers of national elementary schools	11
5	Certificate for assistant teachers of the primary course of national elementary schools	10
6	Certificate for school nurses of national elementary schools	12
7	Certificate for teachers of middle schools and girls' high schools, and of vocational schools	14
8	Certificate for teachers of the higher courses of higher schools	17
9	Certificate for teachers of the higher course and the advanced course of girls' high schools	17
10	Certificate for teachers of kindergartens	12

2. The "number of years accredited" in the above table means the standized number of years required for the acquisition of the certificate through regular schooling.

3. In case the numberof years of schooling of a certain person exceeds the number of years accredited, the surplus shall be aggregated to the number of years of his experience, while in case the former comes short of the latter, the deficit shall be compensated for with the same number of years transferred from his experience. However, in case of 4 and 5 in the Table, the person concerned shall be accredited the number of years in the Table respectively as of the date when he passed the examination.

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Annex - 3:

Classification Scale for Universities

Position	Qualification	4	5	6	7	8	9	10	11	12	13	14
Administration Staff	USS	0-2	2-5	5-9	9-14	14-	Specially Designated					
	Junior College		0-1	1-5	5-9	9-						
	Old System University			0-2	2-5	5-						
Assistant	Junior College		0-1	1-5	5-8	8-11	11-	Specially Designated				
	Old System University			0-1	1-4	4-7	7-					
Lecturer	Junior College				0-6	6-9	9-13	13-17	17-23	23-		
	Old System University				0-3	3-5	5-8	8-13	13-19	19-	Specially Designated	
Assistant Professor	Junior College				0-4	4-7	7-11	11-16	16-22	22-		
	Old System University					0-4	4-7	7-12	12-18	18-		
Professor	Junior College							0-16	16-21	21-26	26-31	31-
	Old System University							0-11	11-17	17-22	22-27	27-

1. Method of Application of the Scale:

The above Scale shall be applied according to the following standards: However, in case inadequacy is recognized in its application, contacts with the Personnel Commission shall be made thereupon.

(1) The Scale shall be applied according to the kind of schooling to those who serve in the university as professors, assistant professors, assistants, lecturers, administration staff and presidents.

(2) The standards for classification by schooling shall be as mentioned in the attached table 1.

(3) The estimation of length of service shall be made by subtracting the number of years required for schooling from the number of years required for schooling from the number of years required for the standard schooling and by making up the deficit with so many years transferred from the length of service, or vice versa in case of surplus.

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(4) The length of service shall, in principle, be computed from the date of completion of the final schooling or of acquisition of the final qualification. However, in case it is more advantageous if computed from the date of completion of the previous schooling or of acquisition of the lower grade certificate previously obtained, the last mentioned method of computation may be adopted.

However, in case of professors, assistant professors and lecturers, the length of service shall not be computed from the date of graduation from schools not higher than new system universities.

(5) Presidents shall be classified as Class 14 except for those specifically designated as Class 15.

(6) Under the category of administration staff come those personnel who are engaged in such jobs as are subsidiary to research work of professors or as concerned with school affairs like practice training assistants.

(7) Assistant professors of Class 13 shall be those who have served 6 years in addition to the number of years required for Class 12 and approved specifically by the Personnel Commission.

(8) Assistants of Class 10 shall be those who have served 5 years in addition to the number of years required for Class 9 and approved specifically by the Personnel Commission.

(9) Administration staff of Class 9 shall be those who have served 5 years in addition to the number of years required for Class 8 and approved by the Personnel Commission.

(10) As regards the classification of the personnel who are engaged in direct research work, as their main duty, in the Research Institutes prescribed in Art. 13 of the Ministry of Education Establishment Law, the preceding items shall be applied Mutatis Mutandis. e.g. Those who correspond to assistant professors shall be treated as assistant professors, and those who correspond to professors as professors.

(11) The same shall apply to the personnel of old system Kotogakko and Semmongakko mutatis mutandis.

2. Method of Application of Scale:

Same as that for USS.

3. Method of Computation:

To be computed in terms of months.

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Attached Table I:

1. Classification of application.
   Standard number of years ((1), (2), (3))
   Number of years of Schooling (a, b, c, d, ...)

(1) Graduation of Old System University - 17.

a. Graduation of 3 years Ols System University - 17

b. Higher Course of Higher School Advanced Course of Girls' High School - 17

c. Those who have certificate for teachers of the higher courses of Higher Schools - 17

d. Those who have completed the advanced course of Higher Normal Schools (Prescribed by Imperial Ordinance 36, 1930) - 17

e. Graduation of 4 year Old System University - 18

f. Graduation of 4 year New System University - 16

g. Those who have completed 16th grade of Ed. Course in foreign countries - 16

(2) Graduation of Junior College - 14.

a. Junior College, 2nd Grade of New Systen University, 3 year courses of Semmongakko, Preparatory Course of University. Higher course of Old System Higher Schools, Higher course of Girls' High School - 14

b. Those who have certificate for teachers of middle schools, Girls' High Schools, vocational schools - 14

c. Those who completed the 2nd department of normal schools prior to 1931 - 12

d. Those who graduated from normal schools prior to 1943, and those who have completed 2 year course teacher training institutes which required graduation of secondary schools for entrance - 13

e. Those who graduated from normal schools or other teacher training institutes of 3 year course in 1943 or later - 14

f. Those who passed the licence examination qualifying for graduation of Semmongakko or the higher courses of Higher schools, and those who are recognized as having scholastic attainments equivalent to or higher than the graduates of the higher courses of higher schools by Article 8 of the Higher Examination Regulations- 14

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g. Those who have certificate for teachers of the regular course of national elementary schools (number of years required for graduation of normal schools at the time of acquisition of the certificate) - 12-14

h. Those who have certificate for teachers who take charge of special subjects at national elementary schools, and those who have certificate for teachers of the primary course of national elementary schools - 12

i. Graduates of 4 year course Semmongakko - 15

j. Graduates of Higher Navigation Institutes, or Fisheries Training Institutes. (Number of years required for graduation at the time of the graduation respectively) - 17-14

k. Graduates of Music Academy and Fine Art Institute (ditto) - 16-14

l. Those who graduated from the miscellaneous schools of 3 or more years course which require secondary school graduation for entrance - 14

m. Those who completed 14 years of schooling in foreign countries - 14

(3) Graduation of USS:

a. Graduates of USS - 12

b. Graduates of Old System 5 year course Secondary Schools - 11

c. Graduates of Old System 4 year course Secondary Schools - 10

d. Those who passed the qualifying examination for Semmongakko or for the higher courses of Higher Schools, and those who passed the qualifying examination for graduation of vocational schools. - 11

e. Those who passed the ordinary examination of Article 7 of the Higher Examination Regulations or by the Ordinary Examination Regulations - 11

f. Graduates of the regular course of youth schools - 11

g. Those who have certificate for assistant teachers of National Elementary Schools - 11

h. Those who have certificate for assistant teachers of the primary course of national elementary schools - 10

i. Those who completed 12 years of schooling in foreign countries - 12

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2. In cases not mentioned above, the schooling and qualification shall be fitted in any one of the items mentioned above taking into account the qualification and number of years of schooling.

3. The schooling and qualification shall be those prescribed by the School Education Law, the Imperial Order, or the Ministry of Education Ordinance, and those recognized as equivalent by Minister of Education. However, this does not apply to (2).

4. It shall be recognized that the number of years of schooling in the corresponding items have been completed respectively as of the date of the completion or graduation of the schools or as of the date of passage of the licence examinations.

5. The number of years of service shall be computed from the date of completion of the above mentioned Standard number of years of schooling.

Fdn Gen 2
corr

Request for
Kyoto American School Visitation.

Date: 16 Oct. (Monday) preferable.

Visitors: 28 USS. students accompanied by several teachers.

(4 students from each of the following USS)

1. Hyogo Pref Ikuno USS
2. Toyooka Vocational USS.
3. Toyooka USS
4. Kozumi USS.
5. Izushi USS.
6. Yoka USS. (8 students)

前略

過日は誠に御無礼致し失礼御座いましたそれから御指示

の件は、高等学校及各学校に連絡の上御指示の如くに致し證して

頂いて来て（一月十四日民主教育に出頭致しました時の御話に御座居

ましたように時局に鑑み教育者は当方の代表者一報告

電話（八鹿6番）四十建次の方へ御電話下さい御通達下さる

よう御願い申上げます

高等学校教員数名が御伺い致しますが其氏名は二、三日中に

決定致しますので其日は御報告申上ます。御繁忙中恐縮

乍ら御面倒をお掛け致しますが何卒宜敷御取計らい下さるよう

伏して懇願申上げます。

兵庫縣立八鹿高等學校

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

DECLASSIFIED E.O. 12065 SECTION 3 (E)/NNSS NO.

兵英但支第一号

昭和二十五年十月五日

兵庫県高等学校英語教育研究会但馬支部代表

兵庫県養父郡八鹿町

兵庫縣立八鹿高等学校（電話八鹿局六番）

教諭 田中健次

兵庫縣高校英語研究會但馬支部印

大阪民事部教育課 御中

アメリカン・スクール見學の件

首題の件に関し豫てより種々御配慮に預り有難く厚く御禮申し上げます

就而今回別紙の通り見學を御願ひ致し度く何卒宜敷御取計の程御願申上げます

右取敢ず御願迄

以上

兵庫縣立八鹿高等學校

DECLASSIFIED E.O. 12065 SECTION 3 (E)/NNBS NO.

附(1)

見学希望者数　28名

見学希望校　京都市在アメリカン・スクール
（小学校の第八年級と高等学校の下級）

期　日（希望）　十月十六日（月曜日）

兵庫縣立八鹿高等學校

DECLASSIFIED E.O. 12065 SECTION 3 402/NNDS NO.

アメリカン・スクール見學希望者名簿

學校名	學年	氏名
兵庫縣立 生野高等學校	二年	太田淳夫
	二年	吉田勤
	二年	加藤愛子
	二年	伊藤陽子
豊岡実業高校	三年	井上睦子
	二年	池奴美智子
	三年	澤田慧
	二年	尾崎修
豊岡高等學校	一年	西村富美子
	二年	村岡猛
	二年	北村正和

DECLASSIFIED E.O. 12033 SECTION 3 402/NNDS NO.

兵庫縣立豐岡高等學校	三年	岩瀨昌美
香住高等學校	二年	大榎茂行
	二年	亀井薫
	二年	神田節子
	二年	奥田多榮
出石高等學校	三年	谷村彌生
	二年	武内郁子
	二年	湯村和夫
	二年	吉井健之輔
八鹿高等學校	二年	濱典夫
	二年	津崎哲之祐
	二年	西田八千代
	二年	太田垣祐子

DECLASSIFIED E.O. 12065 SECTION 3 402/NNDS NO.

八鹿高等學校	一年	蘆田 瑳千子
	一年	池田 幸子
	一年	大林 良子
	一年	斉藤 鈴子

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS No:

Ale

Information Regardin g Applicant
Scholarship in Julliard School of Music

Name; Hiroko Oguma
Parents' Name and Address:
Father: Shotaro Oguma
Mother: Yoshi Oguma
Address: 85, Morishoji-cho 6-chome, Asahi-ku, Osaka city, Japan
Age: 17 years 5 months Grade: 12
Personal History:
Born in March, 1933; entered the Furuichi Primary School in Osaka City in April, 1940: entered the Otemae Junior High School in Osaka City in April, 1945: entered the Otemae Senior High School in April, 1948: will be gradeated from the above school in March, 1951.

Hiroko Oguma, being gifted with very admireble talent for music, has been most interested in music since childhood. After she entered our school, she has been taught music two hours a week. Besides the regular education at school she has been trained three hours a week in the music club of our school. After school she has been given lessons once per week by a man-teacher or a lady for about two years. And now she is the best singer of our school. The music teachers and I have discussed her application for the scholarship and quite agreed in the opinion that she is gifted with so much talent in music that she will be an excellent musician if she is allowed to continue her music education in the Julliard School of music. As to her health, she enjoys robust health. She was absent from school , not a day in 1950, 4 days in 1949, 2 days in 1948.

In other subjects, she is very earnest in studying them and shows excellent results scholarship is as follows:

Japanese	Health and Phisical training	Social Studies	Mathematics	Natural Science
excellent	good	excellent	good	good

English	Music
excellent	very excellent

Kazuo Sato.
Principal of the Otemae Senior High School, Otemae-cho, Higasi-ku, Osaka, Japan

DECLASSIFIED E.O. 12065 SECTION 3 402/MRDS NO. [illegible]

Ale

Information Regardin g Applicant
Scholarship in Julliard School of Music

Name; Hiroko Oguma
Parents' Name and Address:
Father: Shotaro Oguma
Mother: Yoshi Oguma
Address: 85, Morishoji-cho 6-chome, Asahi-ku, Osaka city, Japan
Age: 17 years 5 months Grade: 12
Personal History:
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excellent	good	excellent	good	good

English	Music
excellent	very excellent

Kazuo Sato
Principal of the Utemae Senior High School, Utemae-cho, Higasi-ku, Osaka, Japan

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO: _____

I am exceedingly anxious to continue my music education at Julliard School of Music.

Hiroko Oguma

We, the parents of Hiroko Oguma, are anxious to have Hiroko continue her music education and would be so happy to have her attend the Julliard School of Music in New York City if a scholarship can be secured.

Yoshi Oguma Mother

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

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21 May 1947

Cabinet Order 62

Art. 3

A person in the teaching profession who comes under the Article of the Memorandum concerning teaching profession (hereinafter called unacceptable) shall be excluded from teaching profession and can not be reinstated. A person desiring to get a job in the education profession cannot do so, when found acceptable.

Imperial Ordinance 263 (1946)

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO. _____

26 August 1950

Mr. Kanaboshi the President of the Osaka Seinen Dan Federation has returned after a three months study of youth groups in the United States. Plans for his trip were made by the government but he traveled alone and was given considerable independence. He spent a week in the home of the principal of the school at Pine Mountain Kenturky. (This a small Hanlan country village of about fifty families) a week at Berea College, two weeks in Washington, and a week in New York City. Other places visited included Philadelphia, Virginia, upstate New York, Chicago and the San Francisco area.

In New York he was prepared to visit the Boy Scouts, Girl Scouts, Y.M.C.A. etc. but a director of the RKO Studio entertained the group as his personal guests. So they saw the United Nations, Yankee Stadium, Radio City, a night club (Kanaboshi has forgotten the name but says it was just like his idea of heaven). The New York Times, Broadway and some of the beautiful churches.

Mr. Kanaboshi spoke no English when he left but he decided to sleep only five hours a night and to study English every night and morning. He reports no difficulties in traveling alone. He would explain to the person seated near home on the train that he was new to America and could not speak well. In every case he was assisted. "Many times they would insist on helping me with my baggage."

His general impressions were:

That American culture is a very deep thing that is not reflected by the moving pictures or the impression tourists have left in Japan. This is characterized by a sincere desire to help strangers, to help their neighbors and to improve themselves. (At Pine Mountain the students were building an addition to their school by their own efforts.) They are honest about material things. (He left his kit at a hotel in Virginia and a week later found it untouched). In their home there is an honest informality. They do not pretend to have high standards just because visitors are there.

It embarrased him that he was always asked to criticize Americans. He did notice the discrimination toward Negroes. Also he noticed that many of the boys were tattooed. This he thinks is a bit barbaric.

He found that he missed Japanese food very much, especially rice. He reports that he got along fine with knife and forks because Americans have no real table manners. "It is even all right to eat chicken with your fingers."

The great need in Japan is adult leaders similar to those in America who really help a group and do not desire to control it. He would like to have an American leader work in each gun in Japan.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS No.

Of all groups observed in America, the 4-H Club has most to offer the Seinen Dan. He observed these groups in Kentucky, New York and Virginia.

At Mount Vemon he was the farm tools used by George Washington. They were similar to many used in Japan today. He thinks that Japan must recognize its stage of development and through planned effort seek to achieve the progress of America.

He will work with Japanese Youth and will tell them to "look to their feet." "Instead of working on ideas like World Peace, let us see what we can improve where we are." The Swedish plan where young people have developed flocks of sheep and goats on mountain sides that are not being utilized for food production impressed him and he plans to initiate similar programs.

Anderson

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS No. [illegible]

OFFICE OF THE SECRETARY

MAXIMILIAN MOSS, PRESIDENT
VITO F. LANZA, VICE PRESIDENT
NATHANIEL KAPLAN, SECRETARY
MORRIS WARSCHAUER, ASSISTANT SECRETARY

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN 2, N. Y.

Gene Ted

October 21, 1949

Miss Josephine Colletti
Civil Education Officer
Civil Education Section
Kinki Civil Affairs Region
APO 25
Osaka, Japan

Dear Miss Colletti:

The Board of Education of the City of New York is happy to comply with your request for educational materials to aid in your program of implementing democratic practices in the educational field in Japan.

Under separate cover I am sending you a considerable amount of printed material which we have culled from the files of the various divisions of this Board. I have numbered each item in red pencil to correspond with the numbered request in your recent letter.

I trust these will be helpful and wish to assure you that we will be happy to cooperate further if you have need for additional material along this line.

I wish you every success in your program.

Sincerely yours,

NATHANIEL KAPLAN
Secretary

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DECLASSIFIED E.O. 11652 SECTION 3 (E)(1)(D) NARS Date 12-18-75

EdO

RESOLUTIONS MADE BY THE 1950 ALL JAPAN LOCAL SUPT CONF.

A. To be submitted to the Authorities concerned:

1. To present to the coming extra-ordinary Diet session a supplementary budget for the fiscal year of 1950-51 for the appropriation of enough amount of funds to complete the 6-3 system.

2. To establish a subsidy system for the years following 1951 in order to complete the 6-3 system.

3. To establish a legal measure for the disbursement of national subsidies for the perfection of a minimum standard of equipments for war-damaged primary and lower secondary schools.

4. The construction of gymnasiums of primary and lower secondary schools in areas of deep snow or frequent rain fall should be subsidized by national treasury or permitted to float public loans.

5. Quick passage and enforcement of the Educational Standard Cost Law (projected) legislated separately from* the Equalization Grant Law to ensure the independance of education.

6. For the national Government to appropriate a large amount of funds for encouragement of compulsory education attendance.

B. The mayors and assemblies of those cities throughout Japan where boards of education have not been installed shall be recommended by this Conference to establish their boards quickly.

* or perhaps the Local Finance Law.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

A' 決議

左記六項を當局に要請する

一、六・三制完成のため、昭和二十五年度補正追加予算として、来る臨時議会に上程すること

二、六・三制完成のため、昭和二十六年度以降における補助制度を確立すること

三、戦災小学校並びに新制中学校の基本的設備充実のための補助金支出の法制的処置を確立すること

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四、雪害多雨地帯の小・中学校舎中、
雨天体操場（屋内体操場）の建築を、日庫補助
並びに起債の対象とせらるる様こと

五、教育の自主性確立の為、標準義務教育費、
単独立法早急実施を要請すること

六、政府なおおそ、義務教育就学奨励費を
大巾に予算化せらるること

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決議

β.

教育委員会未設置の全国各都市に対して
早急に設置せられる様、本大会の名に
おいて、全他才都市市長並市議会宛
勧請すること

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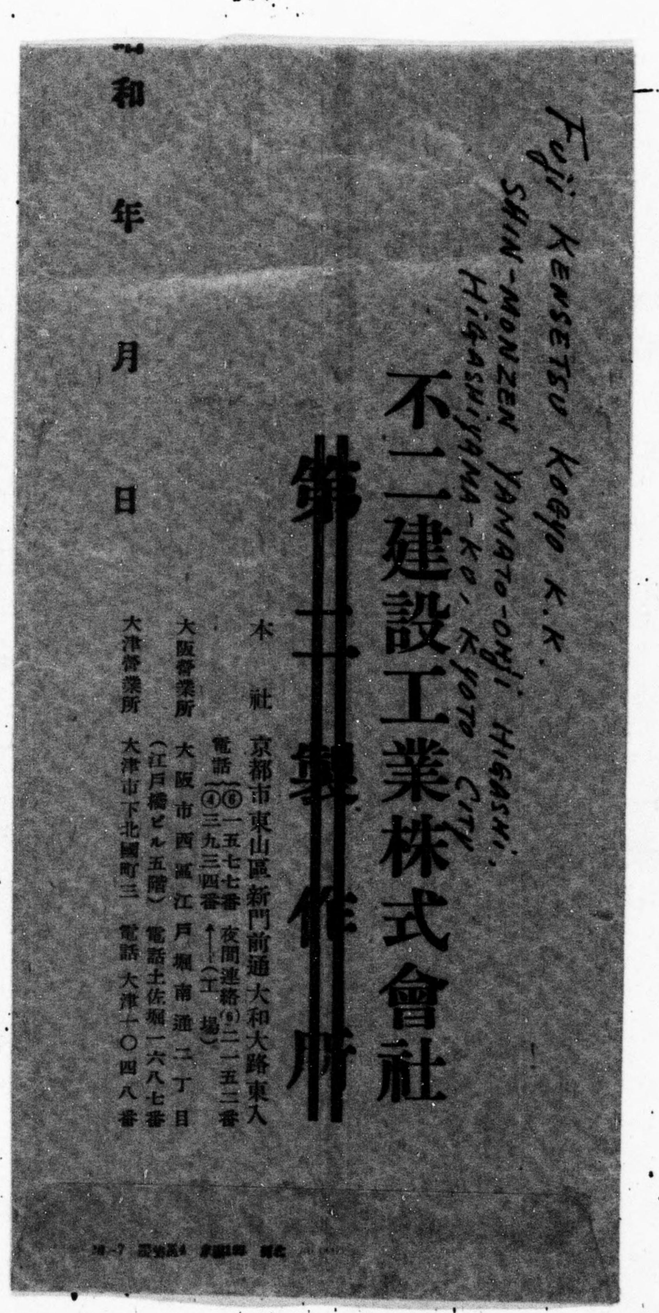

To Kinki Military Government,
Osaka.

Osaka, March 25, 1950.

Dear Sirs,

May I be allowed to draw your attention to the effect that numerous pupils of municipal and prefectural primary, Middle and High Schools in Kyoto stand in a critacal condition of health and hygiene, and by your instruction, these authorities of municipal and prefectural education department would take a immediate step to protect the health of these pupils.

The typical instance is that the floor wiping and sweeping every class room is in force every school-day by these pupils.

I, everyday look at pupils who are wiping and washing floor stooping their bodies like lobsters, with slopped-clothes by chapped and frostebitten hands in winter time. Everytime I wonder why teach ers or City and prefectural education department authorities don't supply mops to these poor pupils? Why don't they protect pupils from bad health badly bending bodies for floor wiping and from chaps and frost-bits unhygienically using dirty waters by hand wiping? Why don't they think for these pupils to adopt more efficient of labour and more hygienic way of cleaning floor using mops?

Shortly speaking, I dare say if I am not mistaken, as follows:

1) Present educationists still have same idea as old timers have had feudalistic thought.

2) They used to claim democratic education outwardly but very superficial and shallow knowledge.

3) They despise pupils personality and merely think these pupils as labour-powers.

4) They seem it makes pupils neglect their duties to get these poor pupils use handy mops and increase job-efficiency.

5) It is the vital problem to leave this matter unconsidered from health and hygienic viewpoints.

6) Our F.K. brand mops are well arranged to easily use and efficient as ten times as that of hand-wiping with slapped clothes by pupils.

7) Our price is specially offered at one-half of other makers' mops on sale in market.

8) Money-saving list by the result of comperative test of our made

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8) Money-saving list by the result of comperative test of our made mops and other mops on sales is stated as under:

	(Price per pc.)	(Each class)	(Each school in average has)	(School in Kyoto)
Our Company's Mops	¥120.	3 pieces	20 class rooms	200 schools
Competitors	¥240.	3 "	20 "	"

Total Our Mops: ¥1,440,000.

Competitors: ¥2,880.000.

Money saved for 4 months ¥1,440,000. in each school period.

Our company's mops	Price per pc.	Each class	Prefectural each school have	Pref. schools	Total
	¥120	3 pcs.	15	640	¥3,456,000.
Competitors	¥240	3 "	15	640	6,912,000.
		Money saved:			3,456,000.
		Total saving:			4,896,000.

I devoted myself to offer the best furnitures and other fittings to schools these one and half years at lowest prices. I suggested municipal and prefectural education authorities to use these specially deviced, handy mops but each time was rejected to adopt.

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I earnestly say that now it is the culminated period to use these and protect pupils from sickness and has to consider remarkable time & money saving.

Before closing, I wish to say that despite of unlucrative, I willingly offer special price for our specially made F.K. marked mops and would appreciate very much if you kindly give instruction to each education authority to promptly adopt our suggestion, and accept our offer.

Appreciating for your consideration and reply by return mail,

Yours very truly,

FUJI KENSETSU K.K.

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DECLASSIFIED E.O. 12065 SECTION 3 402/NNSS NO. _____

OEd,

HEADQUARTERS
KANTO CIVIL AFFAIRS REGION
APO 500

C.E. OFFICER

SUGGESTIONS FOR ORAL ENGLISH INSTRUCTION

This booklet, published by the Civil Education Section of the Kanto Civil Affairs Region, was prepared by a group of American women who have taught English in Japanese schools for a year or more. Based on their experiences, the suggestions in this booklet are presented for general guidance and consideration by Occupation Personnel and Dependents instructing in oral English in Japanese schools. This program of informal instruction develops not only a better understanding of the English language, but also helps to acquaint the young Japanese student with Western manners and customs.

Tips for Teachers

This booklet was written to provide an exchange of ideas and material and to serve as a guide post for new volunteers. It contains samples of work that have been tested and proved worthy by the many American women volunteers to whom it is respectfully dedicated.

The newcomer should understand that a program which works well in one school under one teacher may be a failure in another due to the different personalities of the instructors and the varied backgrounds of the schools. Some teachers have asked for new ways to tackle diction problems and others feel no need for help in that field. Some classes respond to song sessions and others prefer proverbs or tongue twisters. As too great rigidity can be as discouraging to the new teacher as no plan at all, we present this booklet aware that only a part may prove valuable to an individual. However, listed below are observations that should be applicable in any school.

1. Use of interpreters should be limited as much as possible to encourage students to think in English.

2. The instructor should synchronize her lessons with the school's English grammar teacher's lessons. Informal meetings to discuss needs and interests of students will help develop future programs.

3. The instructor should plan each lesson in advance, announcing plan at the end of each period. Periods should follow a routine pattern but variety should be developed in the material used.

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4. Words should not be dictated unless students are familiar with meaning. Try not to use strange words in speech without explanation.

5. Repetition and drill will be found necessary. Progress will be slow and it may take several periods to cover a small amount of material.

6. Encourage each student to keep a notebook of all new words, phrases, songs, etc. used in each period. This simplifies review lessons and helps absentees to catch up with class.

7. The instructor should bear in mind that <u>it is better for the class to understand a few words and phrases and use them correctly than it is to build up a large but useless vocabulary</u>.

8. It is advised that instructors avoid controversial subjects and abstract ideas (politics, religion, etc). Experience has demonstrated that confusion rather than clarification is the inevitable result. This is due to the limited background of the students in such fields, and their lack of facility in and comprehension of the English language.

9. Students should be encouraged in initiative and self-expression.

10. In some schools, English conversation clubs, meeting outside of class time with volunteer guidance has proven most advantageous.

Planning the Lesson

(Suggested outline for a period)

<u>Routine introduction</u>. Each class period may be opened with a simple salutation, reference to the day of the month, the weather or other common American greeting and conversational forms. Response from the class should be encouraged.
<u>Review</u>. A quick review of the material covered in the previous lesson.
<u>Relaxation</u>. A game, round or song.
<u>Dialogue, story or presentation of new material</u>.
<u>Announcement of the next lesson</u>.

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Suggested Program Material

1. Telling time. The instructor may find an alarm clock and a calendar useful in instructing the students.
2. Rounds and Songs. Rounds such as "Row, Row, Row Your Boat", "Three Blind Mice", "Are You Sleeping, Are You Sleeping, Brother John, Brother John?" are quickly learned by the students and aid in correcting pronunciation faults. Hymns and songs by Stephen Foster are frequently familiar to them and much enjoyed.
3. Poetry and Drama. Brief well known verses such as Stevenson's children's verses serve to illustrate cadence and rhythm of English phrasing.
4. Dialogue. Everyday occurrences using vocabulary with which the student is familiar can be developed into brief dialogue between two characters which the students enjoy. Such as:

   a. Good morning, Dorothy. How are you?
   b. Thank you, Evelyn. I am fine.

   a. Where are you going?
   b. I am going to the store to buy a pencil box.

   a. May I go with you, please?
   b. Yes, of course you may.

   a. I need a pencil, too, and a rubber eraser and some blotting paper.
   b. I saw a beautiful pencil box for fifty-five cents.

   a. Oh, that is too expensive. I shall buy a pencil for five cents.
   b. We must hurry, for school begins in fifteen minutes.

   Many of the sounds which are difficult for the Japanese tongue have been incorporated in the above dialogue.
5. Dictation. Short dictation of sentences, brief letters or paragraph from books may be used by the instructor, particularly early in the course, to determine the extent of the students' vocabulary. Papers should be reviewed at once. The instructor can use the papers later to develop lists of words on which drill is needed.
6. Records. If a portable phonograph is available, records of nursery songs and other children's records such as "Genie, the Magic Record" are useful. Those with stories are preferable and if copies of the story are distributed to the class, they will be able to follow the spoken words. Classes in the same school can be combined to share the music session.

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7. Books. As this is Oral English instruction, books should be used as little as possible. If used, those of about the third grade reader level seem most suitable.
8. "Props". The instructor may find such objects as sewing baskets, packaged foods, pictures from magazines, crayons or paints illustrative of colors, weekend suitcases, doll houses and clothing, etc. helpful.
9. Western Etiquette and Customs.
   Manners
   1. Introductions
   2. Greetings
   3. Boy and Girl Conduct
      a. Home
      b. In public
   4. Eating
      a. Table setting
      b. Menu
      c. Table manners
   5. Invitations
      a. Formal - informal
      b. Acceptances - regrets
10. Holidays and Significance of:
    a. Christmas
    b. New Year's Day
    c. Easter
    d. Valentine's Day
    e. Washington's Birthday
    f. Lincoln's Birthday
    g. April Fool's Day
    h. Arbor Day
    i. Memorial Day
    j. May Day
    k. Fourth of July
    l. Labor Day
    m. Halloween
    n. Armistance Day
    o. Thanksgiving

    Note: Students should be encouraged to give oral talks on their customs and holidays such as the Doll Festivals, Boys' Day, birthdays, weddings, etc.
11. Safety
    a. Home
    b. Community
       1. Traffic rules
       2. Street and sidewalk hazards.
12. Fire Prevention
13. Public Health and Welfare
    Sanitation
    1. Personal cleanliness
    2. Cleanliness in and around home
    3. Public streets and buildings

    Note: Newspapers are good sources for basic material in above fields. Large posters also prove helpful, and in many schools the art classes can be asked to draw illustrations. Card-board is available in the Marunouchi Building.

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Sample Classroom Work

Stepping Stones for Conversation

A. Weather Words

beautiful	icy	windy
clear	cold	sunny
cool	rainy	warm
snowy	hot	slippery

Dictation

1. The roads are slippery on icy days.
2. December is a snowy cold month.
3. In the summer, it is very hot.
4. The wind is cool on my face.
5. We cannot see Mt. Fuji on rainy days, but she is beautiful on days that are clear.

B. Travel Program

Bring suitcase to class if possible with articles used in word list. Doll's clothes are good and pictures can be substituted if necessary.

1. I am going to take a <u>trip</u>.
2. My <u>trip</u> will be by train.
3. I shall take a <u>trip</u> to Kyoto.
4. It will be an overnight <u>trip</u>.

What shall I put in my suitcase?

tooth brush	mirror
hair brush	comb
dress	under clothing
sweater	trousers (or shirt)
pyjamas (or nightgown)	socks

Song

Down by the station
Early in the morning
See the little train cars
All in a row.
See the engine driver
Pull the little handle
Choo, choo, puff puff, off we go!

Dictation

1. There are seven days in a week.
2. Today is Tuesday and take the train on Friday.
3. I will have a good time on my trip.

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C. Shopping Program

Use reviews, games and drills to teach the following subjects: colors, numbers, objects in classroom, comparison of sizes and position (in front of, behind, left, under, etc.)

When class is prepared, announce a future lesson in playing store, with teacher as storekeeper and students as shoppers. They are to ask for goods, prices, etc. and try to shop wisely. Discussion on how to buy food, clothes, books, etc. will follow and with help, replies can be given as to size, quality, etc. A vocabulary of useful words can be copied in their notebooks for home study.

A partial list might include:

1.	expensive	5.	thick
	too expensive		thin
	less expensive	6.	big
2.	cheap		bigger
	cheaper		biggest
3.	fresh	7.	plain
	stale	8.	ruled
4.	good	9.	fine
	better	10.	old
	best		new

A book and stationery store is convenient since such supplies are available in class.

Ask pupils to write out five questions to ask the shopkeeper.

On the day of the lesson, mark the goods with price tags, ¥10, ¥50, or ¥100. Bring 500 yen to be used by each purchaser in turn.

The "store" opens and a sample conversation follows:

Shopkeeper: May I help you?
Shopper : I want to buy a notebook, please.
Shopkeeper: Is this one large enough?
Shopper : No, it is too small.
Shopkeeper: Will this one do?
Shopper : Yes. How much is it?
Shopkeeper: It is ¥50.
Shopper : I will take that one.

To interest the class, the shopkeeper may record purchases on blackboard. The shopper then may ask a student "How much must I pay?" or "How much change will I receive?" The shopper pays her bill and another takes her place.

D. American Home Program

Distribute magazine pictures of American rooms and ask students to prepare short talks on each and

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tell whether they like or dislike room using vocabulary below.

(un)-attractive	quaint
(un)-pleasant	gracious
practical	harmonious
colorful	charming

Explain prefix un equals not. Examples unhappy, unwilling.

E. Direction Program

1. Is this the right road to Yokohama?
   Yes it is. Follow the street car line south and you will be in the city.
2. Where do you live?
   I live in Bunkyo-ku. The nearest station is Suidobashi. Walk north until you reach the base-ball field. My house is on top of the hill on your right.
3. Will you please tell me where to find a post office?
   With pleasure. Go to the end of this block and turn right. The post office is next to the white house on the corner.

Review

right, left, north, south, east, west	turn	streetcar tracks, block, bus stop, go straight, go back, train station

Ask students to pair off in twos and prepare direction questions and answers for next class.

Words That Mean the Same

1. circle, ring
2. angry, mad
3. dog, cur
4. sentry, guard
5. enemies, foes
6. noise, racket, commotion
7. whole, entire
8. terrible, frightful, dreadful
9. boy, lad
10. weak, feeble
11. castle, palace
12. rage, fury

Examples

1. The children made a circle (ring) around the story teller.
2. Mother was angry (mad) when she saw him.
3. There is a sentry (guard) by the palace (castle) gate.

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4. Flies are the enemies (foes) of people.
5. There was too much noise (commotion) in the street.
6. The whole (entire) world is round.
7. It was a terrible (dreadful) fire.
8. The lad (boy) went fishing.
9. The baby was feeble (weak).
10. The woman was in a great rage (fury).

Word Opposites

Explain "opposite" as: black-white; hot-cold.
Write the following words on board and ask for opposites.

large (small) big (little) tall (short)

Give following list.

Word opposites

1. straight	- crooked	7. wide	- narrow
2. deep	- shallow	8. enemy	- friend
3. silly	- wise	9. lost	- found
4. near	- far	10. sorry	- glad
5. weak	- strong	11. giant	- dwarf
6. quiet	- noisy	12. here	- there

Games

Simple games such as "Twenty Questions" help to draw out the students and encourage participation. The teacher may also direct "Comments" such as "Be seated!", "Put your hands on your head!", "Stand up!", the "Winner" being the student who most quickly comprehends the direction.

Word game (like spelling bee)
Ask class to choose two captains who take turns choosing sides until class is either on Red or Blue team. Rotate between teams giving word and asking for its opposite. Last man up wins for his team.
Do this for "words that mean the same" - but always give students a chance to review words first.

Tongue Twisters

Proverbs and tongue twisters such as "She sells sea shells" assist in drilling difficult English sounds. A list of proverbs with their Japanese counterparts is included in the book, "We Japanese" and might be useful.

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Proverbs

A watched pot never boils
Too many cooks spoil the broth
A burned child dreads the fire
Haste makes waste
Early to bed, early to rise
   Makes a man healthy, wealthy and wise
Fools rush in where angels fear to tread
A word to the wise is sufficient
Little ventured, nothing gained
Wisdom is better than wealth
Misfortunes never come singly
Better late than never
Anger is a brief for madness
To err is human; to forgive, divine
Actions (deeds) speak louder than words
Borrowing makes sorrowing
He gives twice who gives promptly
Birds of a feather flock together
To thine own self be true
Two heads are better than one
Misery loves company
Great oaks from little acorns grow
A stitch in time saves nine
Don't count your chickens before they are hatched
Time and tide wait for no man
Waste not, want not.

Note: Use these proverbs to teach proper pronunciation. Japanese students enjoy them and are familiar with many. Ask for oral or written explanations of these proverbs. Do they know others? Can they tell you some similar Japanese saying?

Light Verse

Light verse provide excellent way of getting across ideas and pronunciation. (Examples follow)

Steps used:

1. Read aloud to class explaining the thought and meaning contained.
2. Dictate for class to write which develops ability to hear and write in English
3. Write verse on blackboard and permit students to correct their papers.
4. Read aloud then have class join you in reading aloud two or three times.
5. Have students read individually one line as they are seated, giving each one a chance; go around class 2 or 3 times.
6. Select a number to read the entire verse, always watching for pronunciation.

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Examples of verses used. (Taken from the Cheerful Cherub, by Rebecca McCann)

Duty
Now duty is a horrid word
Right-doing should be glad-
If you do good because you <u>should</u>
You might as well be bad.

Friends
We're here so short a time before
We go to unknown ends.
We may not meet in other worlds, --
Let's hurry and be friends.

Certainty
Though life is most uncertain
I'm sure of this one thing --
That when I'm in the bath tub
The telephone will ring.

Pirates
Conversational pirates
Have caused me many a groan --
They hear a witticism
And use it as their own.

Meals
The meals that stretch all down my life
Appall me when I look ahead --
The lakes of soup and hills of meat
I'll have to eat before I'm dead!

<u>More Stepping Stones for a Better Vocabulary</u>

Suffixes (added after)

We know the suffix <u>ful</u> as in colorful, means full of color. Here are some other aids to help you divide your words and clarify their meaning.

less - without, as careless (without care)
fy - make, as pacify (make peace)
ous - full of, as dangerous (full of danger)
er - one who, as leader (one who leads)
ward - in the direction of, as homeward (towards home)
et, let - small, as piglet (little pig)

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Prefixes (coming before)

We know the prefix un equals not, as unhappy means not happy. Here are other prefixes.

post - after, as postscript (after writing)
trans - across or beyond as Trans Atlantic
semi - half, as semicircle (half circle)
sub - under, as submarine (under water)
super - above or over, as super fine (over, or more than fine)

English Speech Sounds

The six most difficult speech sounds for the average Japanese to pronounce correctly are l, th, w, f, h and r. Their faulty enunciation often completely distorts the word being spoken resulting in "lice" for "rice", "runch" for "lunch", "behore" for "before". The following suggestions and exercises may help to improve these speech sounds.

When teaching a speech sound, remember it is the sound you are teaching and not the letter or symbol. It is better not to refer to it in a word until the correct sound has been attained. Then put it with other letters and so make the word.

"l"

Students saying "rike" for "like" need speech sound drill. Use the music for a familiar song, substituting la for the words, i.e., la-la-la-la-etc. Demonstrate the fact that the tip of the tongue should touch the roof of the mouth directly behind the upper teeth.

When a correct l is enunciated, a good exercise is a repetition of la, le, li, lo, lod. From this lead to the next step. La-lake, le-leak, li-like, lo-load, loo-loot.

"th"

When teaching the "th" sound found in "thank you", and "thing", it is wise to have the students lightly bite their tongues. Next, have them blow through the teeth so they can feel the wind on their hands raised in front of their mouths.

"w"

The "w" sound is easy. Have the students say "oo" as in "boo". Next add a vowel, i.e. "oo-a" and you have "way", "oo-e", and you have "we", etc.

"f"

To teach the "f" sound as in "for", ask the students to place the upper teeth gently on the lower lip and blow. The Japanese are apt to confuse the words beginning with "f" and "h" saying "foo" for "who" and "hor" for "four".

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"h"

The "h" sound is merely an expelling of breath. For example, say "ha", "he", "hi", "ho", "hoo".

"r"

The "r" sound causes much trouble and unlike good children should be heard and not seen. Students watching the teacher often contort their mouths in futile grimaces. Sometimes these visual attempts result in an "oo" sound which is a hard fault to change. Imitation of the sound seems the wisest policy.

Let the students imitate a siren r-r-r-r-r. Imitate a growling dog gr-r-r-r. If this fails, carefully enunciate a good "r" sound next to the ear of each student having difficulty, cautioning him to avert his eyes so as to concentrate on the sound alone.

It is suggested that the teacher practice these exercises many times before meeting the class. They can be fun for the students, and when exercise is fun, it is learned more quickly.

It is further suggested that the teacher not to become over-meticulous about pronunciation at first and to intersperse these drills with other material to avoid creating tension or shyness. Continually stress the fact that speech is used for communication only, and if the students' speech can be understood by their listeners, they have won their main objective. Frequent praise builds up greater confidence and a will to do even better.

Class work in speech sounds

1. Drill class in one speech sound.
2. Write word list on board and drill.
3. Ask class to use dictionaries for word list.
4. In next session, review sound and dictate sentences.
5. Correct sentences on board for visual appreciation.
6. Ask individuals to read sound words and sentences for pronunciation drill.

Difficult word sounds

f

face	fat	fork	fence
feeble	friend	five	Fred
feather	fought		

Exercises

Five fat friends fought for food.
Fred thought the fence too feeble.

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v

voice	vote	vase	violet
violent	vicious	vacant	vain
very	valley		

Exercises
A very vain girl lives in the valley.
Please put violets in this vase.

p

paint	poem	pave	pot
pony	pond	piano	penny
poet	pet		

Exercises
Put a penny in the pot.
The poet's pet pony jumped the pond.

p - at end

hop	pipe	map	slap
peep	wipe	lamp	soap
type	shape		

Exercises
Please wipe the lamp with soap.
The pipe lay under the map.

s and sh

sea	seven	share	shadow
sailed	sister	she	shirt
six	ship		

Exercises
Six ships sailed the seven seas.
Sister said to share the tea.

th

think	thin	threw	thunder
thistle	thirsty	throat	three
thrush	thick		

Exercises
The thin man threw the thick stick at the dog's throat.
I think the thrush is thirsty.

br

brave	brought	brain	brilliant
bridge	Bruce	brisk	brim

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Exercises
Bruce had a brilliant brain and a brave heart.

ur ir or

ur
ir } - or sound as in term
or

ir - er as in:	girl	skirt	dirty
	firm	bird	
ur - er as in:	curl	purse	surf
	burn	hurt	
or - er as in:	world	work	worry
	word	worm	

Drill: pearly, heard, early
Proverb drill
The early bird catches the worm.

l

like	line	lift	little
lunch	limp	love	lit
lemon	lid		

Exercises
The little love bird lit on the line.
Do you like lemon in tea at lunch?

r

reach	ran	rope	repent
rice	rose	roll	red
ring	rule		

Exercises
Roll the rope in a ring out of reach.
Do you like red rice or red roses.

Review
Explain that many words in English are rounded like a ball. Say them as a singer breathes; taking the word from the chest up to the top or roof of mouth.

Examples
How now, brown cow!
Turn around, hop and stop.
These sounds are round as a mound.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNDS No. [illegible]

CE

Ed.

CIVIL INFORMATION OFFICER

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Information and Education Section

PRESS RELEASE: 25 May 1950

For Release at 1700 hours, Tokyo Summer Time, 25 May 1950

SCAP ANNOUNCES FIVE MEMBERS OF 1946 U. S. EDUCATION MISSION ARE RETURNING TO JAPAN TO MEASURE PROGRESS

General MacArthur, Supreme Commander for the Allied Powers, today announced that Dr. George Stoddard, president of the University of Illinois, and four other members of the 1946 United States Education Mission to Japan have accepted his invitation to return to Tokyo this September to measure educational progress.

Dr. Stoddard will be accompanied by Dr. Harold Benjamin, dean of the College of Education, University of Maryland; Msgr. Frederick G. Hochwalt, clergyman, Catholic University of America; Dr. Willard E. Givens, executive-secretary, National Education Association of the U. S., and Mrs. Pearl A. Wanamaker, State Superintendent of Public Instruction, Washington.

The group, to be in Japan about a month, will meet with Japanese educational leaders and staff members of SCAP's Civil Information and Education Section to ascertain what has been accomplished in educational reforms during the past four years and possibly to recommend further steps, according to Lt. Col. D. R. Nugent, Civil Information and Education Section chief, now in Washington attending sessions of the Commission on Occupied Areas of the American Council on Education.

The 1946 mission, which Dr. Stoddard also headed, prepared a detailed report which General MacArthur characterized as "a document of ideals high in the democratic tradition". Many of its recommendations have been written into Japanese law, and it continues to exert tremendous influence on Japanese educational thinking.

From the work of the 27 members of the 1946 group, all prominent in American education, progressive Japanese have drawn stimulation and moral support for such reforms as decentralization of education, elective local school boards, an increase in compulsory free schooling to nine years, coeducation, the training of teachers to encourage independent thinking and develop the rights and responsibilities of democratic citizenship, a wide program of adult education, and expansion of libraries.

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DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO. _____

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CONSUMPTION OF JAPANESE FOOD PRODUCTS

General Information

The following general information about diseases which may be disseminated by food is given for the guidance of occupation personnel. While, in general, foods produced in Japan are not as free from danger as those of the United States, it must be realized that almost any food anywhere may, under certain circumstances, serve as a means of transmitting disease. Conditions in Japan have improved greatly and food now available for purchase is of much better quality than formerly, so that there is no reason why occupation personnel should not consume locally produced foods, if they will constantly bear in mind certain fundamental health principles. Each individual is responsible for the food purchased for himself or his family, just as he is in the United States. It is quite impossible to insure that any foods are perfectly safe, and this is as true in other countries as in Japan. Enough food is available in Japan from United States sources to meet the needs of occupation personnel, so that local purchases are to be reguarded as supplementary only to foods that may be purchased at commissaries and similar United States agencies.

Fruits and Vegetables

The common Japanese practice of using human waste or night soil as fertilizer causes contamination of the soil and the products grown therein. Water draining from such soil is also contaminated. Similarly, raw vegetables and fruits may be contaminated by unclean hands. Intestinal diseases, such as typhoid fever, dysentery or intestinal worms, may be transmitted by eating raw fruits and vegetables grown in such soil or washed in such polluted water. Therefore, all such foods should be avoided, such as lettuce or strawberries. Foods that are thoroughly cooked are no longer dangerous from this source. But only sound fruits and vegetables should be used, and those bruised or showing signs of decay are to be avoided. Only whole items should be chosen. For example, melons cut or plugged in the market are frequently badly contaminated and should not be used. Care is to be exercised in handling these products, for contamination on the surface can be transmitted to inside, or to other foods. Therefore, to avoid this, they should be carefully washed and stored by themselves. The outer leaves or coverings of such vegetables as onions, cabbage, leeks, etc. should be removed, the vegetables then washed and stored in the refrigerator, if possible.

But the surest way to avoid intestinal infection from locally procured fruits and vegetables is to eat them only after they have been cooked thoroughly. Less sure, but worth while is thorough washing in potable water and immersion in actively boiling water for 60 seconds followed by peeling. The protection afforded by this procedure is considerably lessened if the food has no removable peel. However, such vegetables as head-lettuce, water cress, ground-grown strawberries, cabbage, cauliflower, are apt to be heavily contaminated and cannot be completely disinfected by any other means than cooking. Such vegetables and fruits should never be eaten raw. The rinsing of fruits and vegetables in chlorinated water is of some help but cannot be relied upon.

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Mushrooms are dangerous only if gathered by other than experts, because there are no simple rules for distinguishing the edible from the poisonous varieties. Mushrooms sold in better-class stores for food are usually from reliable sources.

Meat and Meat Products

Raw meats and meat products decompose rapidly when not kept at cold temperatures. Icing and even freezing slows the growth of bacteria, but does not kill such organisms. There is always the danger that meats may have been chilled or frozen only after spoiling was under way. Thus frozen meat is not necessarily safe. Wild fowls and other game are particularly likely to undergo early partial decomposition and may be unsafe even though subsequently frozen. It is much safer to purchase live poultry than to rely on dressed fowls. Even eggs may be a source of danger, particularly if washed on the farm. Only reasonably clean, but unwashed, eggs should be purchased. Thorough cooking, preferably just before eating, is required to reduce danger.

Some meats contain undeveloped parasites such as tapeworms. Such parasites are killed by thorough cooking. Underdone or "pink" pork is particularly dangerous.

Sea Foods

Sea foods usually spoil more quickly than meats. The commonest source of danger is insufficient continuous refrigeration. As with meats, sea foods may partly spoil before being iced, so that a frozen fish is not necessarily safe. Sea foods should be thoroughly cooked. Some fish, particularly yellow-tail and certain trout, frequently harbor such parasites as fish tapeworms which are capable of transmission to human beings. Thorough cooking obviates this danger. A few fish found in Japanese waters contain natural poisons and even when eaten cooked may be fatal. Such fish include the puffer or blow-fish (Fugu in Japanese) and certain species of eel. Cooking does not destroy these poisons. So no fish not known to be edible should be eaten in Japan. There have been cases of poisoning of amateur fishermen who assumed they could safely eat their catch. Lobsters, crabs, prawns and the like should be alive when purchased or with certainty frozen in the fresh state. Raw shellfish, such as oysters, clams, and scallops, are dangerous when taken from polluted waters. Shellfish should be eaten only when cooked. Such shellfish as oysters, clams, and scallops are best avoided in Japan. Fish cakes, pastes and blended fish products are also best avoided.

Processed or Canned Foods

Do not suppose that because a meat, vegetables, or fruit is canned that it is necessarily safe. Many are contaminated by living disease-producing organisms. Such organisms may themselves cause disease or may result in spoilage. Besides them there is a still greater danger - botulism. This disease is caused by toxins produced by certain bacteria. Once these toxins have been produced, the food is permanently unfit for consumption.

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Even cooking does not render such food safe, because while it may kill the bacteria, the toxin, being a chemical product, may remain. Foods containing the toxin of botulism have no abnormal appearance or unpleasant odor. Our only safeguard is the avoidance of canned or processed foods except those from establishments that bear the stamp of Government approval. Particularly dangerous are canned or processed foods preserved on farms or in small family kitchens.

Miscellaneous Foods

There is a large group of miscellaneous foods in Japanese shops and markets which are too often prepared by soiled hands in contaminated surroundings. Such products include ice candies, ice cream, non-alcholic artificial drinks, etc. Many are definitely hazardous and no guide can be given for their selection, nor can the consumer do anything to render them safe. They should be avoided.

General Precautions

Shop wisely. When possible purchase Japanese foods only from shops displaying a "sanitation card" marked A or B. These indicate that certain minimum standards of sanitation are being met, and sources of supply have been approved by Japanese authorities. But even these signs do not guarantee that food products are safe. Remember that it is each individual's personal responsibility to protect his and his family's health. With respect to foods, warnings can be given; assurances of safety cannot.

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GHQ, SCAP
CIVIL INFORMATION AND EDUCATION SECTION

1 April 1950

INTRASECTION MEMORANDUM:

FROM: Political Affairs Information Officer

TO: All Branches

THRU: : OIC, Policy and Programs Branch

SUBJECT: Political Information-Education Themes - May

1. As noted in themes for April, the third anniversary of the Constitution will be on 3 May. Themes outlined for April (Item 4) should be the guide in publicizing Constitution Week, May 1-7. Additional themes, relating to civil service, are:

a. Article 15 of the Constitution states, "All public officials are servants of the whole community and not of any group thereof."

b. Based on the spirit of the Constitution, the National Public Service Law provides the basis for an efficient civil service.

2. In the first national election since January 1949, Japanese citizens will go to the polls on 4 June to elect 125 persons to the House of Councillors for six-year terms. (The other 125 members of the Upper House will hold office for three more years.) Of the 125 to be elected, 75 will run from local constituencies and 50 from the national constituency. Because legislation which will govern the election has not yet passed the House of Councillors, it will be necessary to send information bearing on the election later, in the form of a fact sheet.

J. O'B.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

TO: CIE
for info only

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Economic and Scientific Section
APO 500

19 May 1950

420(19 May 50)ESS/PD
PDD 152

SUBJECT: Release of United States Army Surplus Clothing to School Teachers.

TO: Economic Stabilization Board, Kasumigaseki, Chiyoda-ku, Tokyo

1. The Economic Stabilization Board is authorized to release 20,000 trousers, 8,000 shirts, 8,000 coats, 8,000 jackets, and 6,900 drawers from stocks of United States Army surplus clothing for distribution to school teachers.

2. Each article will be clearly and distinctively marked according to instructions by the Economic and Scientific Section, General Headquarters, Supreme Commander for the Allied Powers, to indicate that these articles have been officially released and to distinguish them from articles used by the Occupation Forces.

3. Sales of these items will be at the prices established by the Price Board in October 1949. No import duties or commodity taxes will be levied.

4. The plan of distribution as approved allocates the clothing to each prefecture on the basis of the number of teachers employed. Wholesalers will be allowed to fill orders from the prefectural teachers' association for any of the types of clothing released. Orders will be filled on a first come first served basis. Precautions will be taken to assure that such clothing is distributed only to teachers.

5. A report on the distribution of these items will be submitted as soon as feasible.

FOR THE CHIEF, ECONOMIC AND SCIENTIFIC SECTION:

Floyd L. Whittington

FLOYD L. WHITTINGTON
Chief, Price and Distribution Division

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS No:

Approved Plan for Distribution of United States Army Surplus Clothing to School Teachers. (PDD 152)

PREFECTURE	PIECES
Hokkaido	2,400
Aomori	790
Iwate	980
Miyagi	1,060
Akita	820
Yamagata	930
Fukushima	1,300
Ibaragi	1,310
Tochigi	970
Gumma	1,080
Saitama	1,370
Chiba	1,390
Tokyo	2,940
Kanagawa	1,300
Niigata	1,520
Toyama	620
Ishikawa	640
Fukui	470
Yamanashi	580
Nagano	1,400
Gifu	940
Shizuoka	1,460
Aichi	1,950
Mie	990
Shiga	570
Kyoto	1,140
Osaka	1,940
Hyogo	1,960
Nara	490
Wakayama	700
Tottori	480
Shimane	660
Okayama	1,080
Hiroshima	1,300
Yamaguchi	990
Tokushima	610
Kagawa	600
Ehime	1,000
Kochi	580
Fukuoka	2,090
Saga	580
Nagasaki	960
Kumamoto	1,160
Oita	880
Miyazaki	1,190
Kagoshima	1,190
TOTAL	50,900

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Affairs Section
APO 500

000.8 (10 MAR 1950)CAS-CE 10 MAR 1950

SUBJECT: "Building the Daily Schedule"

A-349

TO: Chief, Chugoku Civil Affairs Region, APO 248
Chief, Hokkaido Civil Affairs Region, APO 7-5
Chief, Kanto Civil Affairs Region, APO 500
✓Chief, Kinki Civil Affairs Region, APO 25
Chief, Kyushu Civil Affairs Region, APO 24-5
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
(Attn: Civil Education Officer)

Tokai-Hokuriku Civil Education Section has developed a plan for presentation of the subject "Building the Daily Schedule." This plan has been successfully used in Tokai-Hokuriku Region. Copy is inclosed for your information and such use as may be deemed advisable.

FOR THE CHIEF, CIVIL AFFAIRS SECTION

T. A. O'BRIEN
C/Q USA
Adm Off

1 Incl
"Building the Daily Schedule"

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO: [illegible]

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Affairs Section
APO 500

000.8 (10 MAR 1950)CAS-CE 10 MAR 1950

SUBJECT: "Building the Daily Schedule"

TO: Chief, Chugoku Civil Affairs Region, APO 248
Chief, Hokkaido Civil Affairs Region, APO 7-5
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FOR THE CHIEF, CIVIL AFFAIRS SECTION

1 Incl
"Building the Daily Schedule"

A. O'BRIEN
Capt
Adm
USA
Off

DECLASSIFIED E.O. 12065 SECTION 3 402/NNDS NO. [illegible]

BUILDING THE DAILY SCHEDULE

Three closely related problems in the administration of a secondary school are:

1. The construction of the daily schedule.
2. The opening of school at the beginning of the year.

and 3. The closing of school at the end of the session.

Many schools accomplish very little during the opening and closing weeks of the school year because of confusion and disorganization from lack of previous careful planning and schedule making.

A carefully planned schedule is an outline of the day's work which indicates: (1) the time of beginning and ending of the school day; (2) time of beginning and ending of each class period, activities period, and home room period; (3) subjects and activities offered; (4) days on which each class and each activity meets; (5) name of the teacher in charge of each class or activity; (6) room in which each class or activity meets; and (7) time, length, and number of intermissions.

The daily schedule is to the school what a timetable is to a railroad. It is the business of a school to offer instruction. The first essential of such instruction is a program that will avoid conflicts between classes and will properly serve the interests and needs of the students. No two schools present exactly the same situation. Each situation must be analysed and dealt with individually. However, there are certain procedures which are common to the solution of most schedule-making problems.

Two kinds of factors influence schedule building: (1) factors that are relatively fixed and not subject to much variation by the schedule maker; and (2) those that apply particularly to the local school and should be adjusted in accordance with local conditions.

The relatively fixed factors include: (1) the limitation of the physical plant; (2) legal requirements of the prefecture and of the national government; (3) regulations by the local school board; (4) requirements of the colleges most students expect to attend; and (5) opinions of the community.

The other factors which influence scheduling include: (1) teaching combinations available in teachers; (2) length of school day and class period; (3) special training and interests of teachers; (4) the activity and lunch periods; (5) allotments of time for homeroom, guidance and administrative activities; (6)

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length of time allowed students to change classes; (7) distribution of extra-curricular responsibilities among teachers; and (8) organization of the curriculum.

Preliminary to making the schedule it is necessary to know: (1) the total number of students who are to enter high school from the lower secondary schools; and (2) the number of students already enrolled (1st and 2nd year students who will become 2nd and 3rd year students respectively).

In general, here in Japan, the survey of incoming students should be made not later than the first part of December. In obtaining data from the lower secondary schools, blanks should be sent to the various schools, the principals of these schools being responsible for completing these blanks and sending in enrollment reports not later than the 2nd week in December. If a ninth grade student signs a registration blank in December, he may be expected as a registrant in the spring.

Organization of the curriculum: Before beginning to arrange the schedule of classes, the administrator must have at hand a list of the courses to be offered by the school for the semester or year. The administrator must know when each subject is to be included in the curriculum (first year, second year, first semester, second semester, et cetera). He must also know which of the subjects in each curriculum, are constants and which are variables. Core courses and broad field courses may involve two or more consecutive class periods and thus affect the schedule making.

Building facilities: The possibilities for the success of a program do not depend entirely on the efficiency of a faculty. The building itself must furnish facilities for study and for physical and social development.

Every student must be provided with a seat; yet there must be an economical use of the plant. Therefor, information must be gathered regarding the number and capacity of the classrooms, which rooms may be used for home rooms, the number of study halls, the size and equipment of shops, laboratories, libraries, gymnasiums, auditoriums, et cetera.

It is well to investigate the adaptability of room and subject, as well as the relative placement of the various subjects. For instance, orchestra rehearsals should not be scheduled adjoining rooms scheduled for classes where success depends upon hearing clearly and readily.

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Many schools have fifty-minute classes. This long class limits the number of class periods, as a rule, to six in a day. This makes it necessary to have more classrooms available each period. It also makes it desirable to reduce the class load to five classes per teacher per day. On the other hand, long classes make supervised study in each class period desirable, and can act to eliminate the need for study periods in the schedule.

The present economic situation limits the availability of classrooms. High schools are taking the wrong attitude toward this situation. They are limiting the number of students who may attend, thereby keeping some students out of school. Instead, they should be devising schedules that would accomodate all students, even to the extent of having double, over-lapping schedules. It would be possible, by starting school as early as eight o'clock to have one group of students leave at one or two o'clock, and a second group start at ten or eleven o'clock. Almost double the number of students could be accomodated in this manner.

Admittedly, this is not a desirable situation. It should be corrected just as soon as the local economy can support more rooms and more teachers. But it is more desirable than turning students away from school. That is disgraceful and a black mark against the entire educational profession !!

Now let us turn to the actual methods of scheduling. We have complete figures on the number of students in each class. From the lower secondary schools we have learned that we will have 100 students entering the first year class. Next year's second year class will consist of 76 students. The third year class will have 92 students. We know definitely that part-time classes will have the following enrollment: 1st year--40; 2nd year--12; and 3rd year--14. Judging from past experience we feel that we may safely make the schedule for these part-time classes, as it is doubtful that any further enrollments would be so many as to make it necessary to create extra classes.

We must now determine how many sections we will have in each class, and who will be in them. First we consider the size and number of classrooms available in our school.

We find that we have 18 classrooms including the gymnasium-auditorium. Excluding the gymnasium-auditorium, we find that each classroom will accommodate 50 students. We have 19 teachers. We have said already that we should make our schedule on the basis of 5 classes per day per teacher.

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We know that we cannot handle more than 50 students per class, so we must split all three of the regular classes in half. This makes six regular classes and three part-time classes, or nine classes all together. There are six periods in a day, so we multiply nine, the number of classes, by six, the number of periods, and arrive at 54, the tentative number of classes to be taught per day. Divide 54, the number of daily classes, by 19, the number of teachers, and we find that we have only 3 classes per teacher per day.

Now, what other factors must be considered? Facilities and equipment are important items. On examining the equipment available we find that 30 is the largest number of students we can accomodate in many of our more or less technical courses. This is true of classes in the following subjects: General Agriculture; Horticulture; Agricultural manufacturing; Agricultural Civil Engineering; Agricultural Handicrafts; and Biology.

Further investigation leads us to realize that too large classes will seriously hamper our teaching in the following courses: Agricultural Economics; Farming; Sericulture; and Animal Industry.

Now lets look at the curriculum to find out just which students are taking these classes.

ORGANIZATION OF CURRICULUM

NO. OF STUDENTS	100 1st Year		76 2nd Year		92 3rd Year		40 1st year part-time		12 2nd year part-time		14 3rd year part-time	
	Sub	Hrs	Sub	Hrs	Sub	Hrs	Sub	Hrs	Sub	Hrs	Sub	Hrs
	B	5					B	5				
	SS	5			SS	5					SS	2
	E	5			E	2	E	2	E	2	E	3
	GA	10	GA	2	GA	2	GA	10			GA	2
	JL	3	JL	3	JL	3	JL	3	JL	3	JL	3
	PT	3	PT	3	PT	3	PT	3	PT	3	PT	2
			GM	5					GM	5		
			AM	2	AM	2					AM	2
			P	2							P	2
			H	3	H	2			H	3	H	2
			AI	2	AI	2			AI	2	AI	2
			C	3					C	3		
			F	2	F	2			F	2	F	2
			AH	2			AH	2				
			S	2								
					AE	3						
					ACE	2					ACE	2
					AP	3						
TOTAL	31		31		31		(93)		25		23	24 (72)

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Now we can see clearly: We have already divided the regular 1st, 2nd and 3rd year classes into two parts. Nowwe must add to each of these parts an additional class for each of the subjects we have just noted. So we add the following: (1 class added for each section)

Subject	No.of classes	Subject	No.of classes	Subject	No.of classes	Subject	No. of classes
GA	2	GA	2	GA	2	GA	1
		AM	2	AM	2	AH	1
		H	2	H	2		
		AI	2	AI	2		
		F	2	F	2		
		AH	2	AE	2		
		S	2	ACE	2		
TOTAL	2		14		14		2

GRAND TOTAL--/32/

Now we have 32 additional classes. Adding the 54 original classes we find a total of 86 classes per day. Beforemaking a final decision we should carefully consider the matters of Home rooms, student assemblies, club activities and home projects.

We feel that home rooms should have a definite place in the schedule, but it seems logical that we can arrange for them later, since they are not conflicting for students or teachers. The same is true for student assemblies and club activities. Home projects cannot be reliably estimated until later in the year. We should try to keep teachers best suited for handling home projects reasonably free in our schedule in order that they may be available for home project work as it evolves.

It appears that we may accept our present figure of 86 classes as a reasonable one. Dividing 86, the number of classes, by 19, the number of teachers, we find that we have the teaching load set at 4½ classes per day per teacher. With the home projects yet to be considered, it appears that we will come reasonably close to our ideal of 5 classes per day per teacher.

Now we must know which subjects each of the teachers is able and legally certified to teach. So we go through the entire curriculum, listing after each subject the names of teachers who can teach it. This comes out as follows:

SUBJECT	TEACHER
BIOLOGY----------	D
SOCIAL STUDIES----------	M
ENGLISH----------	P
GENERAL AGRICULTURE-------	B,C,E,G,H,I, and R

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SUBJECT	TEACHER
JAPANESE LANGUAGE	L
PHYSICAL TRAINING	Q
GENERAL MATHEMATICS	N
AGRICULTURAL MANUFACTURING	B, and F
PHYSICS	O
HORTICULTURE	A and R
ANIMAL INDUSTRY	F, E and S
CHEMISTRY	O
FARMING	I and S
AGRICULTURAL HANDICRAFTS	C and J
SERICULTURE	J and D
AGRICULTURAL ECONOMICS	A and B
AGRICULTURAL CIVIL ENGR	G and J
AGRICULTURAL POLICY	K (the principal)

To make this easier to refer to, we will also list the teachers, and after their names, the subjects which they can teach:

TEACHER	SUBJECT
A	Horticulture
	Agricultural Economics
B	General Agriculture
	Agricultural Manufacturing
	Agricultural Economics
C	General Agriculture
D	Biology
	Sericulture
E	General Agriculture
F	Agricultural Manufacturing
	Animal Industry
G	General Agriculture
	Agricultural Handicrafts
	Agricultural Civil Engineering
H	General Agriculture
	Animal Industry
I	General Agriculture
	Farming
J	Agricultural Handicrafts
	Agricultural Civil Engineering
	Sericulture
K (Principal)	Agricultural Policy
L	Japanese Language
M	Social Studies
N	General Mathematics

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TEACHER	SUBJECT
O	Physics
	Chemistry
F	English
Q	Physical Training
R	General Agriculture
	Horticulture
S	Animal Industry
	Farming

Now we see that we have C, E, K, L, M, N, P, and Q who are "one subject" teachers. These we must be very careful to schedule so as to avoid any conflicts. The others, who are more versatile, may be used to fill in around these "single-minded" individuals !!

Since each class each year has a 31 hour schedule, plus homeroom, study hall, student assemblies, club activities, home projects, et cetera, it is evident that we will have to run at least a 5½ day week. So we set up our schedule as follows: (Turn to schedule frame, drawn on blackboard).

Now we can begin to build our schedule. Let us start out with what I call a horizontal block schedule. By this term I mean that each period of the day is considered as a block, and each block is scheduled with the same subject throughout the week, at the same time each day.

We will start our schedule with the first division of the first year class, which we will designate as class 1A.

We know that homeroom is desirable as a regular part of the schedule. And since the homeroom period is partially used as orientation period, for announcements of special events, emergency changes of schedule and other things of this nature, it seems logical that it should be scheduled at the very beginning of the week. Also, homerooms do not create conflicts between classes, or for teachers or students, so we can place all home-rooms in the first period every Monday. Let's try it and see if it works out. (Done).

At present we will not assign teachers to these homerooms. That can be done when we attempt to equalize the teacher work-loads.

Remember that we are working with the horizontal block method of scheduling, wherein each period is scheduled the same for each day of the week. We have already violated that system because homerooms come only once a week. What are we going to do with that first period the other five days?

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Let's leave it open and see how it will work in. We'll start with the second period and see if we can't stick to our system.

Let's see----we have to teach biology for five hours each week. Let's put that in the second period on the first five days. (Done). Now who teaches biology? "D" is the only teacher. So we assign "D" to these classes. (Done).

Now we see that we have to teach social studies five hours each week. So let's take the third period of each of the first five days for that. (Done). Who teaches social studies? "M" does. He is the only teacher of that subject. So we assign him. (Done).

So far, our block system is working pretty well !

Next we find that English is a 5-hour course. So we will use the 4th period for that. (Done). "P" is the only English teacher, so we assign him. (Done).

Our next subject is general agriculture, which is a 10-hour course. Will that work in our block system ? Yes ! We schedule it for the 5th and 6th periods of the first five days. (Done).

Who teaches general agriculture ? B, C, E, G, H, I and R. Seven teachers. Which shall we choose ? Let's look at the teacher-subject list. "C" can teach nothing else. He is one of those "one track" teachers! So let's use him and get him out of the way !! (Done)

General agriculture was one of the subjects for which we had to add an extra section. Consequently we need another teacher for that section. We go back to our "teacher-subject" list. Aha ! "F" is another "one-track" teacher. He is assigned. (Done).

Now we have two 3-hour subjects, Japanese Language and Physical Training. Here is where that first period comes in handy. We will put Japanese Language every other day on the first period---that's Tuesday, Thursday and Saturday. "L" is the only teacher for that subject, so he is assigned.

Then we'll put Physical Training in the first period on Wednesday and Friday. Here our block system breaks down a little. We will have to put Physical Training on the 2nd period on Saturday. "Q" is the only teacher so he gets this assignment.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO. _____

As we look at this schedule for class 1A we find it is practically perfect. In fact, with the Japanese curriculum as it is, that schedule is difficult to improve. However, it is already evident that the block system is not going to work out that perfectly throughout the entire three years if we are to avoid conflicts.

It is my idea to give the first year students the most perfect schedule because they are new to upper secondary school. They are bewildered by it. And we need to make their schedule as systematic as possible in order to lesson their confusion and make their work as easy for them as possible. That is why I make their schedule first, and fit the other classes to it.

Now let's try to use the block system in scheduling the second section of the first year class, which we will designate as class 1B.

We know that we must avoid conflicts in use of teachers, rooms and equipment. We also want to use the same teachers for this section as we used for 1A. By doing that we make it much easier for the teachers because they will have to make only one preparation for two classes. In other words, they will have to spend only half as much time in preparation. Also this method serves to give all of the students of the first year class the same instruction, more or less standardizing their work.

So we will immediately shift the hours that these classes meet, so as to achieve our aim of using the same teachers again.

Let's see----we will keep homeroom in the first hour.

Now let's take general agriculture and teachers C and E from the 5th and 6th periods and place them in the 2nd and 3rd hours of the first five days. (Done).

Then let's take biology and teacher "D" and put them at the other end of the day----the 6th period of each of the 1st five days. (Done).

Now we take Social Studies and teacher "M" and move them across the day to the 5th period of each of the 1st five days. (Done).

We still have English, a 5-hour subject. It fits right into the 1st period of each of the last five days. And so does teacher "P".

DECLASSIFIED E.O. 12065 SECTION 3 NNSA NO.

Well, Japanese Language and Physical Training will have to fill up the rest. Let's hope that they will clear with the first section. We will put Japanese Language on the 4th period of Monday, Wednesday, and Friday. And teacher "L" goes with it without any conflict.

Now Physical Training will have to come on the 4th period on Tuesday and Thursday. That is all right. Teacher "Q" does not conflict there.

But the 1st period on Saturday is filled. We can't put teacher "Q" in the 2nd period---that conflicts with his work in 1A. So we'll have to put physical training in the third hour on Saturday.

Well---there is another schedule that is practically perfect. We had better be careful or we will begin to get swelled heads from thinking we are so good !!

Let's see what we can do with the first section of the second year---class 2A.

First we had better see what subjects of this second year will convlict with those of the first year. Let's go back to that first list we compiled, on the Organization of Curriculum. As we read across the list for the first and second years, we see that general agriculture, Japanese language and physical training can create conflicts.

Now, general agriculture isn't much of a problem. We have seven teachers who can handle it. But Japanese language and physical training offer a serious problem, as there is only one teacher for each of them. And as we look at our curriculum table we see that those two teachers are going to have to teach these same subjects in every class in the school.

So we had better try to schedule these teachers first from now on, and try to build the rest of the schedule around them. That is going to make it difficult to keep the horizontal block system working; but we will do our best !!

Of course, we have homeroom in the first period.

Now, let's take physical training and see where it will fit. We'll try it on the second period. It's all right on Monday--no conflicts.

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Let's see. We try to alternate these two subjects so as to space them evenly throughout the week. How about Japanese language on Tuesday, the 2nd period ? Yes---that's all right. And physical training on Wednesday, 2nd period. It works ! And Japanese language on Thursday, 2nd period. Okay ! And physical training on Friday, 2nd period. Fine ! And Japanese language on Saturday, 2nd period. Beautiful !

Now we have some 2-hour courses which are partly laboratory courses, so they should occur in consecutive periods. Let's try putting those in the last two hours of the day.

We can put agricultural manufacturing in the 5th and 6th periods on Monday. (Done). Looking at the "subject-teacher" list we find that "B" and "F" are the only teachers for this subject. Since we have to have two sections for this subject we assign both teachers. (Done).

Let's put animal industry on the 5th and 6th periods on Tuesday. (Done). We have three teachers---F, H and S. There is not much choice between them, except that "S" is especially good at Home Projects and should be saved for that purpose if possible. So we will assign F and H. (Done).

Let's put Farming in the 5th and 6th periods on Wednesday. (Done). We have just two teachers, I and S, so they will both have to be assigned here. (Done).

Now agricultural handicrafts will go on Thursday, the 5th and 6th periods. (Done). G and J are the only teachers, so they are assigned. (Done).

Next we put sericulture on Friday the 5th and 6th periods, and teachers J and D go with it. Let's see. We used D before in 1A and 1B. Oh yes---D teaches biology---and here is a conflict. He has biology on the 6th hour on Friday. So at last a conflict begins to interfere with our block system. We can't exchange with any of the other 5th or 6th hour blocks, because D teaches biology on the 6th hour every one of the first five days. I guess we will have to desert the system a little and put this subject on the 4th and 5th periods on Friday. Yes--that creates no conflict. (Done).

We have left only one 5 hour subject--general mathematics. That fits in perfectly in the first period of the last five days. N is the only teacher, so we'll assign ~~them.~~ him (Done)

Now we have chemistry, a 3-hour course, and physics, a 2-hour course. They fit perfectly into the third period, on alternating days. O is the only teacher. So we assign ~~them.~~ him. (Done).

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO:

Well, with minor exceptions, our horizontal block system is still working pretty well. That makes me feel pretty good.

But wait a minute ! There is something wrong here. We must have left something out. I just happened to add the hours as I looked across that schedule and we have only 26 hours scheduled. We will have to check the Curriculum Organization Chart. Oh yes, there is general agriculture, 2 hours.

The only place we can put that is on Saturday. There is Japanese language in the 2nd period. Well, I could put general agriculture in the 3rd and 4th periods Saturday, but I was trying to save that 4th period for club activities, for everybody.

I can't put Japanese language in the first period without breaking up the entire 1st period block. Besides, it would conflict with class 1A.

I can put it back here on Friday in the 6th period. That block is already broken, and besides, there is no conflict. Yes---I'll do that. (Done). Now I can put general agriculture in the second and third periods. (Done).

Let's see---if we count up the time that teachers C and E have, it comes to 20 hours. They can stand 4 or 5 more hours a week, so we will just give them these classes too. (Done).

Well, that is still only 28 hours. What else is listed in the curriculum that we have omitted. Ah---here it is---- horticulture. 3 hours. That's all !

Where can we put that ? There are not any consecutive 2-hour periods left. I could rearrange this schedule and get in one 2-hour period. But I will probably have to do some changing later on anyhow. I think that I'll schedule horticulture for three separate periods for now. Later on I'll see if I can change it to a single and a double period. I'll put it in the 4th period on Monday, Tuesday and Thursday. A and R are the only teachers, so we'll have to schedule them. (Done).

Well, that is still a pretty good block schedule. Look at it and see for yourselves.

Exactly the same method is used to work out the rest of the schedule. As you go along it becomes increasingly difficult to keep the schedule systematic and closely in accord with the block system. Eventually your method of scheduling changes from the systematic block system to what is called the mosaic, or picture-puzzle system.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

In large school systems--generally any system with over 800 enrollment, the mosaic system is about the only method of scheduling---especially if there is a shortage of teachers.

However, even though you work out your schedule entirely by the mosaic method, your ideal should be to eventually come as close as possible to the horizontal block system.

We haven't time to work out the rest of this schedule. But I have already worked it out, and here it is. (Uncover the rest of the blackboard, on which you have previously placed the completed schedule).

If you will look this program over carefully you will find that for the most part the horizontal block system has worked out almost perfectly for all of the regular classes for the three years. Class 3B is the only one that gets very far away from the system. And that is not so bad. The members of that class are seniors and should be well able to adjust themselves to the irregularities of that schedule.

It is true that the part-time classes do not hold to the block system. It would be better if they could. However, the regular classes deserve first consideration, so we need not feel too bad about our inability to make the system work out for the part-time students.

Now some of you may be saying to yourselves, "He has just made up that entire situation. He picked his teachers and gave them the qualifications he needed in order to make the schedule work. He set the number of classrooms according to his needs. He set the number of students he wanted. Anybody can make a schedule work that way. But I'll bet that he can't do it with a real situation !"

You are wrong, gentlemen ! This is an actual school right here in Aichi prefecture. I'm not going to tell you its name, because I believe that the principal is right here in the room, and to name the school might embarrass him.

But Mr. Naoi knows the school and knows that this is a real situation. So does Mr. Suzuki, the superintendent of education. Mr. Naoi gave me the original schedule of this school, and all of the information that was used in developing the schedule I have just explained to you.

The original schedule in that school was atrocious. It contains conflicts. Part of the time students just disappear. Nobody knows where they are. I expect that they are down town playing the slot machines !

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO:

Part of the time students are scheduled for two classes at the same time.

Teachers in that school are averaging only 17 or 16 hours a week of actual classroom teaching.

Of the total student-hour capacity of that school, only 36.3% is being used.

Of the actual capacity for hourly use of the school, only 59.47%is being used.

The school's original schedule uses 21 teachers very inefficiently. As you can see, in making the new schedule I used only 19 teachers. And none of them is overworked, or abused !

The original schedule uses 18 rooms very inefficiently. Again, if you will look at the new schedule, you will find that only 13 rooms are needed.

This means that 4 rooms are now available for more students. That means that,by adding a few teachers the school can accomodate about 200 more students.

You educators are constantly complaining that you need more money for buildings, equipment, and salaries. I feel compelled to say to you that you do not deserve more funds, and should not receive them until such time as you begin to administer your schools in a systematic manner, use the facilities to the fullest extent, expend the teachers' time fully and efficiently, and spend the funds which you are already receiving wisely and efficiently so as to get full value received for every yen you spend.

I would like to recommend that the principal's association appoint a small committee on school administration. That this committee work with members of the secretariat named by the superintendent of schools. That these members of the secretariat and this committee of principals visit every high school in this prefecture, survey the school facilities, the present faculty, and the schedule, and then work with the principal of each school to revise his administration so as to achieve the desired results.

I further recommend that the board of education, as the body responsible to the public for the proper and efficient expenditure of public funds, demand that the superintendent of education inaugurate such a program as I have just outlined to you in order to develop an efficient administrative system.

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1A	Teacher	N D M P C —	L D M P C —	Q D M P C —	L D M P C —	Q D M P C —	L Q N A
	Class	HR S(6) SS E GA —	JL S(6) SS E GA —	PT S(6) SS E GA —	JL S(6) SS E GA —	PT S(6) SS E GA —	JL PT SH C
	Teacher	E —	E —	E —	E —	EA —	
	Class	GA —	GA —	GA —	GA —	GA —	
1B	Teacher	H C — L M D	P C — Q M D	P C — L M D	P C Q M M D	P C — L M D	P N Q A
	Class	HR GA — JL SS S(6)	E GA — PT SS S(6)	E GA — JL SS S(6)	E GA — PT SS S(6)	E GA — JL SS S(6)	E SH PT C
	Teacher	E —	E —	E —	E —	E —	
	Class	GA —	GA —	GA —	GA —	GA —	
2A	Teacher	M Q O A B —	N L O A F —	N Q O G I —	N L O A J —	N Q O J — L	N C — A
	Class	HR PT C H AM —	GM JL P H AI —	GM PT C SH F —	GM JL P H AH —	GM PT C S — JL	GM GA — C
	Teacher	R F —	R H —	T —	R G —	D —	E —
	Class	H AM —	H AI —	F —	H AH —	S —	GA —
2B	Teacher	O N I — Q L	O N B — J —	O N J — Q L	O N A B — L	O N A — Q N	O F — A
	Class	HR GM F — PT JL	C GM GA — AH —	P GM S — PT JL	C GM H AM — JL	P GM H — PT SH	C AI — C
	Teacher	T —	G — G —	D —	R F —	R —	H — A
	Class	F —	AA — AH —	S —	H AM —	H —	AI — C
3A	Teacher	P B — Q L M	A — I — P M	F — A Q L M	G — K G P M	B — K Q L M	R A — A
	Class	HR GA — PT JL SS	H — F — E SS	AI — AE PT JL SS	ME — AP SH E SS	AM — AP PT JL SS	AP AE — C
	Teacher	G —	R — T —	H — B	J —	F —	B —
	Class	GA —	H — F —	AI — AE	ME —	AM —	AE —
3B	Teacher	G A — M K Q	B — F — A —	I — L M G —	A Q L M K P	K Q P M B —	Q L M T
	Class	HR H — SS AP PT	GA — AI — AE —	F — JL SS ME —	AE PT JL SS AP E	AP SH E SS AM —	PT JL SS C
	Teacher	R —	G — H — B —	T — J —	B	F —	
	Class	H —	GA — AI — AE —	F — ME —	AE	AM —	
P1	Teacher	R L Q D I — —	J Q L D — I —	G — I — P R L	Q P D — I — —		
	Class	HR JL PT S(6) GA — —	SH PT JL S(6) — GA —	AH — GA — E SH JL	PT E S(6) — GA — —		
	Teacher	R — —	R —	J — R —	R — —		
	Class	GA — —	GA —	AH — GA —	GA — —		
P2	Teacher			L P N N F — Q	T A P L Q N —	A — L N O — Q	I — O
	Class			JL E GM — AI — PT	HR H E JL PT GM —	H — JL GM C — PT	F — C
	Teacher						
	Class						
P3	Teacher	J P L J T —	Q M P L T — G	A — H — O P	M F — J L Q		
	Class	HR E JL ME AI —	PT SS E JL F F P	H — GA — P E	SS AM — ME JL PT		
	Teacher						
	Class						

SH — Study Hall

Study Hall assignments in details on attached sheet

DECLASSIFIED E.O. 12065 SECTION 3.402/NNDS NO.

DECLASSIFIED E.O. 12065 SECTION 3 402/NARS NO.

Teacher	Classroom	Monday 1 2 3 4 5 6 7	Tuesday 1 2 3 4 5 6 7	Wednesday 1 2 3 4 5 6 7	Thursday 1 2 3 4 5 6 7	Friday 1 2 3 4 5 6 7	Saturday 1 2 3 4 5 6 7	Tot. Cl. Hrs.	Tot. Cocur Hours	Home Prp. Hours	Total
A	*	H H H 3B1 3B1 2A1	H H H AE AE 3A1 3A1 2A1 3B1 3B1	H H AE P3 P3 3A1	AE H H H 3B1 P2 2B1 2A1	H H H H P2 P3 2B1 2B1	AE AE A 3A1 3A1 C	21	1	2	24
B	*	GA GA AM AM 3A1 3A1 2A1 2A1	GA GA GA GA AE AE 3B1 3B1 2B1 2B1 3B3 3B2	AE 3A2	AE AM AM 3B2 2B1 2B1	AM AM AM AM 3A1 3A1 3B1 3B1	AE AE A 3A3 3A2 C	20	1	3	24
C	*	GA — GA — 1B1 — 1A1 —	GA — GA — 1B1 — 1A1 —	GA — GA — 1B1 — 1A1 —	GA — GA — 1B1 — 1A1 —	GA — GA — 1B1 — 1A1 —	GA — A 2A1 — C	22	1	1	24
D	?(Sc)	S(B) S(B) S(B) 1A P1 1B	S(B) S(B) — S(B) 1A P1 — 1B	S(B) S — S(B) 1A 2B2 — 1B	S(B) S(B) — S(B) 1A P1 — 1B	S(B) S — S(B) 1A 2A2 — 1B	A C	19	1	4	24
E	*	GA — GA — 1B2 — 1A2 —	GA — GA — 1B2 — 1A2 —	GA — GA — 1B2 — 1A2 —	GA — GA — 1B2 — 1A2 —	GA — GA — 1B2 — 1A2 —	GA — A 2A2 — C	22	1	1	24
F	*	AM — 2A2	AI — AI — 3B1 — 2A1 —	AI — AI — 3A1 — P2 —	AM — AM — P3 — 2B2 —	AM — AM — 3A2 — 3B2 —	AI — A 2B1 — C	20	1	3	24
G	?	HR GA — 3B 3A2 —	GA — GA — AH — 3B2 — 2B2 —	AH — SH ABE P1 — 2A 3B1	ACE — SH AH — 3A1 — 3A 2A2 —	SH 3B	A C	16	5	2	23
H	*	HR 1B	AI — AI — 3B2 — 2A2 —	AI — GA — 3A2 — P3 —			AI A 2B2 C	10	2	12	24
I	*	F — GA — — 2B1 — P1 — —	F — GA — 3A1 — P1 —	F — GA — F — 3B1 — P1 — 2A1 —	GA — — P1 — —		F — A C P2 —	20	1	2	23
J	?	HR ACE P3 P3	3H AH — P1 2B1 —	AH — S — ACE — P1/2 — 2B1 — 3B2 —	ACE — ACE AH — 3A2 — P3 2A1 —	S — 2A1 —	A C	16	3	4	23
DEAN K	(1) ?	AP 3B			AP AP 3A 3B	AP AP 3B 3A	AP A C 3A	6	1	2	9
L	?	JL JL JL JL JL P1 P3 1B 3A 2B	JL JL JL JL 1A 2A P1 P3	JL JL JL JL JL JL P2 3B 1B 3A 2B P1	JL JL JL JL JL JL 1A 2A 3B P2 P3 2B	JL JL JL JL P2 1B 3A 2A	JL JL A C 1A 3B	27	1	0	28
M	?	HR SS SS SS SS 2A 1A 3B 1B 3A	SS SS SS SS P3 1A 1B 3A	SS SS SS SS 1A 3B 1B 3A	SS SS SS SS SS P3 1A 3B 1B 3A	SS SS SS SS 1A 3B 1A 3A	SS A C 3B	22	2	0	24
N	?	HR GM 1A 2B	GM GM 2A 2B	GM GM GM — 2A 2B P2 —	GM GM GM — 2A 3B P2 —	GM GM SH 2A 2B P2 2B	GM SH SH A C 2A 1B 1A	15	5	0	20
O	(Psc) ?	HR C 2B 2A	C P P 2B 2A P3	P C P 2B 2A P3	C P 2B 2A	P C C — 2B 2A P2 —	C C A C 2B P2	15	2	0	17
P	?	HR E E 3A P3 1A	E E E E 1B P3 1A 3A	E E E E E 1B P2 1A P1 P3	E E E E E E 1B P1 P2 1A 3A 3B	E E E 1B 3B 1A	E A C 1B	21	2	0	23
2	?	PT PT PT PT PT 2A P1 3A 2B 3B	PT PT PT P3 P1 1B	PT PT PT PT PT 1A 2A 3A 2B P2	PT PT PT PT PT P1 3B 1B P2 P3	PT PT PT PT PT 1A 2A 3A 2B P2	PT PT PT A C 3B 1A 1B	26	1	0	27
R	?	HR H — H GA — — P1 3B2 — 2A2 P12 — —	H — H GA — 3A2 — 2A2 P12 —	GA — SH P12 — P1	H H GA — — 2B2 2A2 P12 — —	H — 2B2 —		20	2	2	24
T	*	F — AI — 2B2	F — F — 3A2 — P3 —	F — F — 3B2 — 2A2 —	HR This is teacher schedule, conflicting P2 with class schedule. DJG			12	1	8	21

* = Small classroom — 25 or less students (Sc) - This might be a combined classroom & Laboratory
? = Large " — 26 or more " (1) - Only part time. Run available for otherwise
PsC - This might be a combined classroom & Laboratory. 83⅓ of time.

There are another 8 hours of home projects to be distributed.

Name of Classroom	Total hours used	P. hour capacity	Total capacity	Total student-hour use	% of total hour capacity	% of total space capacity	Monday 1 2 3 4 5 6	Tuesday 1 2 3 4 5 6	Wednesday 1 2 3 4 5 6	Thursday 1 2 3 4 5 6	Friday 1 2 3 4 5 6	Sturday 1 2 3 4
1	28	50	1700	1150	82%	68%	HR SS E GA GA 50 50 50 25 25	SS JL GA GA 50 50 25 25	GA GA PT 25 25 50	PT SS JL E GA GA 50 50 50 50 25 25	SS SS E E GA GA 50 50 50 50 25 25	E JL PT CA 50 50 50 /
2	28	50	1700	1150	82%	68%	HR E E SS GA GA 50 50 50 50 25 25	JL SS GA GA 50 50 25 25	E PT 50 50	GA GA 25 25	SS JL GA GA 50 50 25 25	PT E SS SS GA GA 50 50 50 50 25 25	PT E JL CA 50 50 50 /
3	30	50	1700	817	88%	48%	HR GM JL PT AM AM 38 38 38 38 19 19	GM P H PT GA GA 38 38 19 38 19 19	JL AI AI 38 19 19	H H 19 19	GM C F F AH AH 38 38 19 19 19 19	JL GM S S PT 38 38 19 19 38	GM CA 38 /
4	32	50	1700	855	94%	50%	HR P GM JL AH AH 38 38 38 38 19 19	P GM C H PT JL 38 38 38 19 38 38	GM JL PT 38 38 38	GA GA 19 19	C GM S S AM AM 38 38 19 19 19 19	AI AI H H PT 19 19 19 19 38	GM F F CA 38 19 19 /
5	33	50	1700	1127	98%	67%	HR JL AM AM E PT 46 46 23 23 46 46	H H F F AI AI 23 23 23 23 23 23	ME AE 23 23	SS E 46 46	JL AE AP SS SS PT 46 23 46 46 46 46	PT JL AP SS AP 23 46 46 46 46 46	SS GA GA CA 46 23 23 /
6	33	50	1700	1127	98%	69%	HR SS GA GA PT AP 46 46 23 23 46 46	JL SS PT E AP AP 46 46 46 46 46 46	SS JL 23 46 46	PT SS 46 46	AE JL AM AM E SS 23 46 23 23 46 46	AE AE F F AI AI 23 23 23 23 23 23	H H CA 23 23 /
7	27	50	1700	1080	79%	69%	HR S(B) PT JL GA GA 40 40 40 40 40 40	E GA AH AH E GA 40 40 40 40 40 40	S(B) S(B) JL 40 40 40	GA GA 40 40	GA PT GA JL S(B) S(B) 40 40 40 40 40 40		
8	24	50	1700	288	71%	17 22%			PT GM GM 12 12 12	S C C 12 12	E JL GM GM PT E 12 12 12 12 12 12	HR JL F F H H 12 12 12 12 12 12	JL GM C AI 12 12 12 12
9	27	50	1700	378	79%	22 43%	HR H AE AE S S 14 14 14 14 14 14	PT E AM AM AI AI 14 14 14 14 14 14	P P E 14 14 14	JL F 14 14	JL E PT SS SS H 14 14 14 14 14 14		
10	17	50	1700	726	60%	43%	S(B) 50	S(B) S(B) S(B) S(B) 50 50 50 50	S(B) 50	S(B) S(B) C 50 50 12	S(B) S(B) 50 50	C P 38 38	C C C CA 38 38 12 /
11	10	50	1700	237	29%	14%			AE AE 23 23		AE AE S S 23 23 19 19	AE AE S S 23 23 19 19	CA
12	11	50	1700	229	33%	13%		H H H H 23 23 19 19		H H 19 19		H H 19 19	H H CA 23 23 /
13	11	50	1700	241	33%	14%		F F GA GA 23 23 25 25			F F 19 19	F F 23 23	F F CA 19 19 /
14	9	50	1700	191	26%	11%		AI AI 23 23	AI AI 19 19			AI AI 19 19 AI AI 23 23	CA /
15	17	50	1700	405	50%	24 15%	GA GA GA GA 25 25 25 25	GA GA 25 25	GA GA 25 25	GA GA GA GA 19 19	GA GA 25 25	GA GA GA GA CA 23 23 /
16	11	50	1700	263	33%	15%	GA GA 25 25	GA GA 19 19		H H GA 25 25	GA GA 25 25	GA GA 25 25	CA /
17	9	50	1700	191	26%	11%	AH AH 19 19		AE 23	AE 23	AI AH AE 19 19 23	AE 23	CA /
18	9	50	1700	191	26%	11%	AM AM AM AM 23 23 19 19				AM AM AM AM 23 23 19 19		CA /
Totals	18	366	900	30600	11026	51.4%	30.3%						

Additional hours not shown in chart

Additional students not shown in chart

+4 <
+160 <
+3 hrs <
+36 <
+7 <
+56 <

All rooms not in use

Not counted

This shown as student assembly

Present Classroom Use

This is the old schedule before revision.

The figure below each subject indicates the number of students in the class. Jmj

DECLASSIFIED E.O. 12065 SECTION 3 NND 963

DECLASSIFIED E.O. 12065 SECTION 3 (E), MAR 8, 1978

JC

Hiroshima Publishing Co.
Osaka Branch Office
#17, 2-chome, Higashinoda
Miyakojima-ku, Osaka

May 16th, 1950

To: Miss J. Colletti
Civil Education Section
Kinki Civil Affairs Region

Dear Madam:

We have great pleasure in inviting you to attend a special performance of the educational movie"Our Dream", which has been especially made for the purpose of showing to those children who have had no opportunity of visiting the American Fair what the Children's American Library is like. It is also the first production of the Ginnosuzu Children's Educational Movie Association.

The French educational movie "Beautiful School" will also be shown at the same time.

Sincerely hoping that the pleasure of welcoming you will be ours, we remain

Yours very truly

T. Nakajima
The Hiroshima Publishing Co.
Osaka Branch Office

P.S. This invitation is cordially extended to all the members of your office.

DECLASSIFIED E.O. 12065 SECTION 3 NND/NNS NS

CHILDREN'S FOREIGN AND JAPANESE EDUCATIONAL MOVIE SHOW

PROGRAM

Date: May 19, 1950

Place: Asahi Kaikan (5th floor of Asahi Bldg.)

Time: 12:30 - 14:30

Sponsored by: Asahi Press
Hiroshima Publishing Co.
Osaka Prefecture School Board
Osaka Municipal School Board

Supported by: Toho Movie Co.

Address: Representatives from each field

Movie: "Our Dream" (First production of Ginnosuzu Children's Educational Movie Association)
"Beautiful School" (Presented by French Literature Movie Assn.),

DECLASSIFIED E.O. 12065 SECTION 3 (E)/NNSS NO. [illegible]

Agenda for Five Major Cities
Superintendents Conference
24 Jan. 1950 At Osaka

1.	New projects for 1950-51.	(Nagoya)
2.	Arrangements for teacher certificate accreditation courses.	(")
3.	Operation of Social Education Advisory Committee.	(Nagoya, Kyoto)
4.	Teachers' Welfare Programs.	(Nagoya)
5.	Relief measures for poor children in case staple food is furnished for school lunch.	(")
6.	Actual and anticipated no. of school business clerks established with city expense.	(")
7.	Separation allowance for public school teachers.	(Kyoto)
8.	Proposed revision of Board of Education Law.	(")
9.	Open examination of dismissed teachers.	(")
10.	Measures for encouragement of attendance and juvenile delinquency prevention.	(")
11.	Aftermath of the closure of Korean Schools.	(")
12.	Amount of increase of 6-3 construction funds for 1950-51.	(Osaka)
13.	Counter-measures against discontinuance of national subsidy for 6-3 construction of 1951 and after.	(")
14.	To request national government to include in Educational Standard Cost the expenditures required for construction accruing from natural increase of children.	(")
15.	In-terim report on the School Standard Cost Survey.	(")
16.	Management of school libraries.	(")
17.	Proposed revision of Children's Welfare Law so that Board of Education may be given some power to touch.	(Yokohama)
18.	Employment service to LSS graduates.	(")

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24 Jan. 1950 (Iminra)

Outline of 5 = Major Cities [illegible]
Supt. Conference held in Osaka. 41

1. Operation of Social Ed. Advisory Comm.

Kyoto — No. of members — 15

8 to be nominated by organizations

7 to be selected by Supt.

none to be appointed from Assembly or Political parties.

Osaka — No. of members — 20.

6 — Kindgtn. USS, LSS, PS.

2 — PTA by Ward.

2 — Women's organizations.

Youth "

For selection of learned and experienced people, a special nomination committee has just been appointed.

None from Assembly or Political parties.

Nagoya: Besides Social Ed. Ad. Committee, part-time Social Ed. consultants to be appointed one for each USS district.

2. Teachers' Welfare Programs:

Osaka — Loan with a maximum of ¥ 10,000 per capita for residence construction.